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Special Features

PRACTICAL WORK IN TRAINING COLLEGES — **G. Chaurasia**

EMERGENCY TRAINING EXPERIMENT IN ENGLAND — **A. A. D'Souza**

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PROBLEMS OF TEACHER TRAINING — **E.A. Pires**, **Salamatullah**, **T.K.N. Menon**

EXPERIENCE—THE BEST TEACHER — **N.N. Dutta**

AN INVENTORY OF TEACHERS' PROBLEMS — **R.C. Das**

MINISTRY OF EDUCATION
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Editor's Note

THE LINK THAT CEMENTS the various threads of argument on the problems that beset the task of equipping the teacher for his calling, a discourse that forms the central theme of this issue, is the acknowledged need on all hands for more and more teacher education. A receptive mind, although capable of self-training, has all to gain from a formal course of instruction. Formal education gives it a wider mobility. As education becomes more and more formal, the person to whom it is given to teach needs to be *trained* in his profession. It is the realisation of this need that led to the Emergency Training Experiment in England after the War, an account of which is given by Austin A.D' Souza, who incidentally has also thrown up a few hints that we can collect usefully from this experiment. The direction in which teacher training can be profitably channelised, whether it is in the field of practical work in training colleges or offering in-service courses to student-teachers in a specific field, has been indicated in two other thoughtful contributions. Besides, there are a symposium with E.A. Pires, Salamatullah and T.K.N. Menon, viewing the problem from three particular angles and other contributions.

All of which only goes to show that the *Education Quarterly* has come to dig its toes more and more securely in the field of the teaching profession—which is as it should be.

A sad event that occurred during this quarter in the educational world has found mention in this issue. Dr. J.C. Ghosh was a force to reckon with in the educational planning of this country and K.L. Joshi shows in his contribution how in the death of Dr. J.C. Ghosh the country has been robbed of one of her valuable educational thinkers.

Dr. J.C. Ghosh

DR. J. C. GHOSH AS AN EDUCATIONIST

K. L. JOSHI, *M.A.* (*London*), Director, Education Division, Planning Commission, New Delhi

DR. J. C. GHOSH PASSED AWAY on 21st January 1959, at Calcutta and in his death we have lost not only a great friend of the cause of education, but one who as a distinguished scientist and planner had a vision of the needs of educational development in the country during the next and the successive Plans. His loss, therefore, to the country at a time when thinking in regard to the third Five Year Plan has just commenced, is irreparable.

Dr. Ghosh was born on September 18, 1894, and after a brilliant academic career and education abroad, he came to be known to the students, friends and admirers as an affectionate and inspiring teacher, an outstanding scientist and a scholar of deep learning, and broad human sympathies. His rich experience as a lecturer in the University of Calcutta (1915-21); as Professor and Head of the Department of Chemistry, University of Dacca (1921-39); Director of the Indian Institute of Science, Bangalore, (1939-47); Director-General of Industries and Supplies, Government of India (1947-50); first Director of the Indian Institute of Technology, Kharagpur (1950-54); Vice-Chancellor, University of Calcutta (1954-55); and Member, Planning Commission, incharge of Education, Scientific Research and Health (May 1955 to January 1959), had a great bearing on the policies which were laid down in the Second Plan and those which he was trying to envisage for the Third. Even though ideas on educational problems were generally crystallised at the commencement of the Second Plan in the recommendations of the various Commissions and Committees appointed by the Government and of the Central Advisory Board of Education and the All-India Council for Technical Education with both of which he was closely associated, he appointed, after he became a Member of the Planning Commission, a Panel on Education of distinguished educationists to advise the Planning Commission in finalising educational policies for the Second Plan and to review periodically the progress achieved. The two meetings of this Panel, one on December 25/26, 1955 at New Delhi, and the other on July 15/16, 1957, at Poona, are significant. Moreover, the educational thoughts of this noble scientist and humanist will be seen in his various addresses, lectures and articles, particularly during the last 5-6 years. A study of these helps us to understand his contribution as an educationist.

Dr. Ghosh lived through historic times and was both a patriot and a scholar. He had a first rate grasp of political events, economic trends, industrial development and knowledge of trends of development in advanced countries. He had known the way of students' life having been a teacher, as he used to say, all along his life and he was anxious to see that the best of them got all the opportunies they needed for being leaders in different spheres. Endowed with these gifts, he knew that education is the life-breath of a true democracy and much more so of a democracy of a socialist pattern.

At the background of his general approach to educational problems were two concepts: (a) scientific method, (b) hard manual work for students. He made this clear in his convocation address to the Travancore University on 2nd March 1953. He said:

> "But believe me there is no better solvent for mental inertia, which keeps people in a rut than a well organised system of scientific and techni-

cal education. Science is something more than mere discovery of facts and of principles correlating them. It is a method, a confidence, a faith. It is a method of controlled observations and experiments recorded with absolute honesty. Confronted by a problem what does a man of science do? He begins by sorting out pertinent facts, he discards the irrelevant critically. With patience, he describes the known facts, classifies them, and if possible, discovers correlation in the process·......It is the essence of the whole process that he should always maintain dispassionate intellectual honesty. Surely, such a mental discipline has some meaning in the confused issues which are facing us in India today. They say that truth is the first casuality in war. Science teaches that it is a crime to declare a moratorium on intellectual honesty even in times of great upheaval. Its method teaches patience, it stands for detachment and suspended judgment."

The second extract from the same address is also illuminating:

"I once remember Mahatma Gandhi saying, 'do not talk of God and high ideals to a hungry man; give him food'. First thing first—this is the fundamental problem which men and women who have had the blessings of modern education, have to solve for the State. For centuries education in India did not include the capacity to make a living. Often such an education made a man unemployable in the field of productive work.... In the western countries dignity of labour became an article of faith in the 19th century when the upper classes had to engage in manual work as the necessary basis of scientific and technical education."

He liked the saying about the military recruits "Catch them young and treat them rough" to be applied to all students. In his discussion, as well as in his speeches, he often mentioned his Professor, Sir P.C. Ray, making his honours students in the Chemistry laboratory of the Presidency College work in a tin shed with all the stools available for sitting removed and with a bunsen burner lighted full-flame in front of each student. He made them work hard in the laboratory saying at the end of two-years that this would prepare the young men to face the blows of hard life.

The scientist in him wanted to know facts, to face facts and get the solution. Talking-shops annoyed and irritated him. He wanted schemes to be worked out in cold and factual data and analysis and arrive at operative conclusions only. Generalisations and platitudes disturbed him. One of his most quoted extracts from the speech delivered at the Central Institute of Education, Delhi, on 19th December 1956, makes this approach clear. He said:

"Will the educationists do what the scientists do, never to take anything for granted unless the theoretical basis on which it stands is thoroughly examined and facts further scrutinised by verification of data; never to accept even the weighty reports of Government Committees and Commissions without questioning the fundamentals on which they are based and relating them to the ever-increasing knowledge on these subjects in advanced countries? Only then will the educationists contribute towards constructive thinking in the field of education and towards the achievement of our planned goals."

What he expressed on that occasion was obviously agitating him for a long time. The old educationist in him with the ideals that he had cherished was in conflict with facts that were placed before him. He had said to the members of the Education Panel in Delhi on 25th December 1955:

"I must be excused if I have kept my observations on a severely practice plane. In the atmosphere of the Planning Commission, the conviction grows that for the time being, our educational enterprises must largely be the handmaid to the enterprises in the field of production and accelerated resource development. For the last

seven months I have been passing through the painful process of tempering my vision of educational ideals with the hard facts of real life."

The above extracts would give an answer to those who felt that the provision for education in the Second Plan was inadequate. He was aware of the competing claims of different sectors of national development and his approach was that if education needed more money, the first thing was to see that more wealth was created. The historical development of the advanced countries like the U.K., the U.S.A., Germany and the U.S.S.R. indicated the direction. In these countries, he felt that the great benefactions to education came out of industrial and agricultural development and unless the national income was raised, it would be always difficult to plough back large sums of money for social services. For this reason he said about the financial provision for Education in the Second Plan at the first meeting of the Education Panel on December 25, 1955:

> "I cannot help expressing my disappointment at this meagre allotment, but the Planning Commission have the consolation that they have impartially disappointed every State, every Ministry at the Centre, and every sector of their own organisation."

He was aware of the limitation of finance, but he was also aware of things to be done first and achieved. If all the finance that was required were available, where was the need for planning? The essence of planning lay, according to him, in achieving the results within the given limitations. He said at the second meeting of the Panel on Education on 15th July 1957:

> "A planner has always to ask himself the question 'how much we can achieve with how little.' He has to recognise that the only conviction that he can bring to the people is the conviction of results. A reform may be based on foundations and principles which appear to be the soundest possible, but if in actual practice, no worthwhile results are attained, it does not carry conviction. In a democracy, a plan succeeds to the extent that it evokes the enthusiastic cooperation of the people. This is more true in the field of education than in any other."

Dr. Ghosh was aware that a democracy could survive only if the cultural goods of our human traditions were communicated to the future generations through the agency of education. The Constitutional directive for free and compulsory education for all children until they completed the age of 14 years, which the State should endeavour to provide within a period of ten years from the commencement of the Constitution was, according to him, more a matter of a mere endeavour than of actual attainment. He wanted to bring the problem on a practical plane and he sent the first feeler about it in his speech at the meeting of the Education Panel on December 25, 1955. He said:

> "I feel that we should be more realistic, if we keep in view the short-term objective to provide free and compulsory education up to the age of 11. It is better that we accept the definition of Primary education as education for the age-group 6-11."

The practical wisdom of such a step was revolving in his mind for about 18 months between the two meetings of the Panel and he had collected the facts and the possibilities for a scheme to be implemented in the Third Plan. For that purpose, he set up a special committee at the meeting of the Poona Panel and he was pleased to see that they endorsed his view. The Panel pointed out that it had not been possible as yet to draw a practical programme which would achieve the target laid down in the Constitutional directive within the foreseeable future. They, therefore, recommended that:

"(1) the provision of universal, free and compulsory education up to the age of 14 years should be regarded as the ultimate objective and attempts should be made to realise it in a period of 10-15 years at the latest;

(2) the immediate objective before the country should be the introduction of universal, free and compulsory education for all children up to the age of 11. This target must be reached by 1965-66 at the latest."

Dr. Ghosh was of the opinion that if people wanted to achieve this modest target, they could do it by various methods recommended by the Panel, such as, increasing the teacher-pupil ratio, the introduction of a shift system in few or all classes, adopting the system of monitors and with a total effort of the community. He felt that during the last ten years with the political consciousness that went behind the two general elections and the general awakening among the people on account of the community development programmes the time was ripe for making the people realise their own responsibility and share in giving their children the minimum of educational requirements for the preservation of democracy. He was very happy when the Government of India recently decided to adopt this as a target for the Third Five-Year Plan.

Methods of teaching in Primary schools, according to Dr. Ghosh, should really be a matter for the teachers and the Training colleges. "Leave it to teachers" was a practical way of many of the questions which were often unnecessarily taken up in the Government Departments and the Government machinery. In regard to Basic education he said in his address to the Poona Panel :

> "Perhaps the time has come when we might forget the artificial differences between the Basic and non-Basic types of schools. What we want are better types of schools and better types of teachers."

In regard to teachers he said in the same speech :

> "Personally I have noted with concern the tendency to pass too many directives and instructions from above and to leave too little scope for initiative from below. Normally the quality of education will be determined by the teachers themselves ; and the more initiative they employ in understanding their own problems and those of the pupils, the quicker will it be possible to find out the solution of the existing malaise."

He thought that in the transitional period, it would be more realistic to consider the middle school as a part of Secondary education. In the Mudaliar Commission's Report, this recognition was inherent. In their recommendations the Lower Secondary stage covered the age group 11-14 and the Higher Secondary stage age-group 14-17. Secondary education in the present state of our underdeveloped economy should be more community structured than pupil centred. He had suggested in the Delhi Panel address that the best of students at the Lower Secondary and Higher Secondary stages could be estimated to be not more than 10 to 15% generally, and should be specially encouraged to develop the natural aptitudes and abilities to the fullest limit. The remaining students should be trained in an environment which is designed to take due account of the means by which the country exists and prospers.

But he emphasised productive work. He said at the first panel meeting :

> "The underlying idea of the Mahatma that education should be made partly self-supporting may not be possible for children below 11, but may not be difficult of realisation for boys above 11. I would, therefore, consider that the technical workshop, or rural farm attached to a multilateral school runs the risk of being maintained in a 'half-hearted, slip-shod and casual fashion'—I am quoting the language of the Mudaliar Commission—if it is not linked up with productive work...... The same principle should underline the management of junior technical schools recommended by the Ministry of Education and the technical training schools proposed by the Ministry of Labour. The objective should be to give confidence to the boys to seek self-employment in decentralised small units of production, and not merely seek employment in an established concern."

The problem of the educated unemployed was irritating to him and he often said in discussion that experts should sit together and find solution of these problems and discuss for 24 hours a day, and if necessary for days together, and not leave the meeting room till a workable solution was found. He said in his Calcutta University convocation address on 24th January 1955:

"If planning is to be efficient and unemployment is to be minimised, the education system should more and more be community structured i.e. so designed as to take due account of the means by which the country exists and prospers. There can be fewer things, more pathetic for individuals, nor less for a people as a whole, than that they have been educated for a way of life that does not exist".

This theme stirred Dr. Ghosh deeply. In his address to the Central Institute of Education on 19th December 1956, he said with deep regret:

"The shortcomings of our effective manpower on the one hand and problems like that of the educated unemployed on the other lie deeper in the educational system itself. The Soviet educational philosophy reduced to its fundamentals rests on certain major premises. The first of these is that the development of science and technology is best promoted through the central planning of education and research. The second is that scientific and educational efforts are primarily a means for the advancement of the social, economic and cultural interests of the nation".

He wanted these problems to be studied carefully by educationists. How similar problems had been faced by countries like the Soviet Russia and modern China also had to be examined. He often felt that it was not enough to say that the political structures of other countries were different. Detailed examination was necessary to understand the economic implications of the socialist pattern which we envisage for our plan and the educational system of the country.

The second problem which stirred him deeply was the question of wastage at the Secondary and University education level. As he put it in his address at a symposium organised in connection with the Calcutta University centenary celebrations on 22nd January 1957:

"I wish to draw your pointed attention to the colossal waste of time and money inherent in a system dominated more by external examinations than by good teaching.........If anything has pained me more than others in University administration, it is callousness with which such failures are viewed by men in authority there. The frustration, the financial loss, the anti-social attitude which such failures create, are taken as a matter of course".

He felt that the education and training of our future citizens was inextricably interwoven with the programmes of our planned economy and he wanted educationists to ponder over this problem and find out a solution by which the educational system at the Secondary level could be related to our economic progress. He suggested in his Poona Panel address that it should not be beyond the wits of statesmen of India to create in each State an authority for Secondary education who will be responsible for the training of all young persons in all cultural and vocational subjects set up to the pre-university level. Departments and Ministries should not work in isolation, as what was required to solve this problem was coordinated cooperative effort. It was because of this that the Poona Panel felt that in view of the fact that Secondary education should provide an adequate preparation for life for a majority of students in relation to the increased tempo of industrial and agricultural development of the country, emphasising the need for promotion of vocational and technical education in appropriate schools in adequate numbers at the middle school and post-middle school stage, the question of the development of secondary education in a planned programme needed further examination.

In his address at the Poona Panel, he said:

"The real university existed wherever able teachers met earnest and brilliant students in a class or a laboratory, seminar or library. What the students needed University needed most".

These matters in his opinion, should not fall outside the assistance made to the universities by the University Grants Commission or the Government. He was keen that honours and post-graduate students who contributed to the reputation of a University as a centre of learning and research needed greater attention by way of scholarships and provision of generous facilities of libraries, laboratories, etc. He realised that for the first time Universities were recipients of generous assistance from the University Grants Commission for their development programmes and he noted with pleasure the transformation that was taking place. He was worried about the increasing numbers in the colleges and he felt that along with some of the best colleges that admitted the best of students, there needed to be provision of other types of colleges to absorb the average students. He favoured the institution of evening or morning colleges for those who were anxious to learn while they were earning. The problem of maintenance of higher standards should not entirely make us blind to the crying needs of those who were anxious to get into the portals of Universities for knowledge. He was aware that quite a large number of students went to the colleges because they had nothing better to do and unless employment avenues opened out it was perhaps the responsibility of the State to see that instead of allowing them to wander about the streets of big cities in search of employment at the impressionable age of 17-20, they could at least be educated in institutions with whatever facilities they offered. These facilities should be progressively improved. He described some of the institutions of this nature as "shock-observers" by which he meant institutions that catered for students who were not able to secure admission in better types of institutions. At the same time he wanted the assistance of teachers to enforce discipline to the extent it was feasible in order to see that students who were not likely to be benefited by Higher education did not add to the number.

He was aware that the real problem was the poor economic conditions of the students and their earnest desire to learn. It was not possible in a socialist State to deny to any one opportunities of Higher education who had merit in him. But as he explained in the Calcutta convocation address on 24th January 1955, the traditions of middle classes which sent students to the colleges were continuously deteriorating. Moreover, if students were increasing in large numbers from 4 lakhs in 1951-52 at an average rate of about 50,000 per year, most of them could come only from families in economically tighter circumstances. In larger cities there was hardly any room at home for serious study and as Vice-Chancellor of the Calcutta University during 1954-55, he initiated the scheme of 'Day-students Homes' in the neighbourhood of the big Calcutta colleges for students who had no place for study at home. These students' homes were equipped with reading rooms amply provided with requisite books and with other amenities, such as, subsidised meals, etc. He suggested a scheme for establishing such 'Homes' for nearly 12,000 indigent students and he was very happy to know that the University Grants Commission in a recent decision agreed to sponsor the scheme in principle.

In his address at the Central Institute of Education, 1956, he had said that he considered universities to be citadels of civilisation and culture carrying on a dispassionate sear h for truth with reason as the only torch c

"Governments may go wrong in their policies, planners may commit mistakes in their estimates and targets to be achieved, but the universities are the major hope of a country which can help in correcting those in power when they go wrong and assisting a nation by drawing the attention of the people to courses of right thinking and to matters not of transient or fleeting nature but of permanent values".

He also pointed the heavy responsibility of this company of scholars in the Universities of guiding the country and the future generations. The launching of bold programmes of economic and social development needed their assistance most just as they needed all the assistance from the Government in their schemes of educational improvement. It was right in the nature of things that the Universities guarded their academic freedom jealously, but they should also contribute to preservation of discipline among the youth and pursuits of research for the advancement of the nation.

The development of technical education was a subject about which not many people had the same experience which he possessed nor were they so well-informed as he was. His knowledge of the recent developments taking place in the U.S.A. the U.S.S-R, and the U.K., in the field of technological development and science always bore its stamp on whatever he said at Committee meetings, conferences, or in instructions to his officers in preparing the schemes, After the Engineering Personnel Committee of the Planning Commission had reported of the shortages of technical personnel for the Second and the successive Plans, he personally went round the country examining the problem in detail and made suggestions regarding expansion of training facilities in a special report. These were accepted by the Government and it could be said that it was during these years of his Membership of the Planning Commission that the technical institutions, both Engineering Colleges and Polytechnics in the country and the intake of the students per year, more than doubled. He always felt that technical education deserved the highest priority in educational planning and in an article "Raising Technical Manpower in India" published in the BHAGIRATH in June and July Numbers of 1957, a journal of the Ministry of Irrigation & Power, he gave a comparative view of the supply of technical personnel in countries like the U.S.A., the U.S.S.R., Great Britain and India and pointed out how the U.S.S.R. was making an all-out effort to train a large army of science teachers, research men, scientists, and technologists and also other countries like the U.S.A., the U.K., had not failed either to recognise the tremendous technological development in Soviet Russia or the need for similar effort in their own countries. He was aware that the position in respect of the industrially and economically advanced countries was hardly comparable with that in India at the present stage. But as we are already conscious of shortages of technical personnel at all stages, he wanted this problem to be constantly studied and progressively watched from year to year not only in respect of students at the diploma and degree level, but also at the levels of craftsmen and training in trades and agriculture at the Secondary education level. He felt that as we develop industrially there should be a corresponding development in the field of technical education. A large number of physicists, chemists, mathematicians will be required for these modern techniques. As he said in the article :

> "This indeed is a big task set before the country. Faith in planned development, willingness to learn all the methods of science and technology and determination to work for a bright future may make this task not so difficult of accomplishment'..

Apart from the wide interests of Dr. Ghosh, such as, scientific equipment in the country, large projects of steel, minerals, oils, development of railways, fertilisers, industry in the private and the public sectors, he was also deeply interested in the problems of cultural development. He was keen on the programmes of social education in the community development blocks, in the museums, libraries and the cultural academies. He called for periodic reports of activities of the various bodies and gave his advice regarding their future development.

One point that interested him very much was the problem of learning languages and here he was considerably influenced by the two broadcast talks of Dr. Penfield, the Canadian brain surgeon, "The Human Brain and the Learning of Secondary Languages". This appealed to him as a scientist's approach to the

teaching of secondary languages and he felt that as the language units of pronunciation and understanding are stored in the brain of a child when it is flexible between the ages 6 to 10 or 11, the method of teaching children by the "mother's method" was the best way of teaching any secondary language. If every non-Hindi speaking child was to learn Hindi, the national language, as well as English in addition, the earlier the child was initiated to these languages in the mother's way, the better will be his facility over the languages in later life. He got more than 10,000 copies of these broadcasts for circulation to various educational institutions and educationists in the country and he placed the subject before the meeting of the Central Advisory Board of Education at their meeting in February 1958, for their consideration.

In his Travancore University Convocation address, Dr. Ghosh said :

"Having been a teacher all my life, I have learnt the futility of giving advice. I have, however, found that a young man, who thinks for himself, tries to do what others have done and can even excel them".

Thousands of his students and admirers remember him today with great respect as an inspiring teacher and guide. He possessed fine human qualities which endeared him to all who come in contact with him. He enthused his audience with new ideas and inspired them to work harder. As he said in his Patna University Convocation address of 1955 :

"A mighty tree produces a ripe fruit which falls to the ground, decays and sprouts into a tree mightier than the parent one. And so may it be with India, if the new life, that is sprouting now is tended with faith and determination"

The hope and the noble optimism expressed in these words enveloped the personality of Dr. Ghosh.

* Studies made by the Division of Teacher Education, New York City, show that men teachers who are graduates of New York City Colleges do not leave the profession for better paying jobs when they assume family responsibility. The rate at which married and unmarried men leave the profession is virtually the same.

—*The Education Digest*

PRACTICAL WORK IN TRAINING COLLEGES

DR. G. CHAURASIA, *M.A., LL.B., Ed.D.* (*Columbia*), Principal, Post-Graduate Basic Training College, Bhopal

THE QUALITY OF A NATION depends upon the quality of its citizens. The quality of its citizens depends upon the quality of their education. And the quality of their education depends, to a considerable extent, upon the quality of their teachers. Thus teacher education is of paramount social significance. Society ought to invest considerable effort and energy for providing efficient and well-trained teachers.

Can Everybody Teach ?

There was a time when it was believed that anybody could teach. Perhaps everybody did teach in the far distant past of our civilisation. It is a fascinating story how, in course of time, teaching became a formal process and was entrusted to a new species known as 'teachers'. The belief that everybody could teach encountered the inevitable end although the process was painfully slow. Perhaps the belief is still current in some far-off places where the light of modern civilisation is yet to reach. Nevertheless there was a very curious by-product of this phenomenon. It was the belief that teachers were *born* not *made*. It is again a fascinating story in the annals of human history how this concept of teacher being born not made, baffled the most stupendous efforts for teacher education. It is a fact of immense significance that teacher education has emerged victorious in this long struggle. Teacher education is now universally accepted as the legitimate charge of a State. A majority is now convinced that the truth lies somewhere between the two extremes—(1) Anybody can teach, (2) Teachers are born not made.

A glance at the educational scene brings home the truth that all nations are spending considerable effort, energy and money on teacher education. Training colleges everywhere are entrusted with the most important task of training teachers who are able and willing to educate the new generation of men and women in keeping with the new challenge of our age. Teacher education in India has a long history of one hundred years. The achievements of this effort of a century are not encouraging. In fact it is obvious to any student of history of education that teacher education has not kept pace with the times throughout this long period. Anyway, 1947 opened a new and glorious chapter in the history of teacher education, as in all other walks of our national life. It was readily acknowledged that much lee-way had to be made up. Ambitious schemes and bold experiments have been launched in teacher education. One of the outstanding achievements of recent years is the Extension Services Scheme implemented in Training Colleges throughout India by the All-India Council for Secondary Education. The Extension Services Scheme is the foundation on which the new edifice of teacher education is sought to be erected. With this solid foundation the Training College is properly equipped to expand in space and in time.

The training colleges have been called upon to play a new role. It is not enough to train teachers. The gulf between the theory and practice of education has to be bridged. The paramount need of education in India today is to correlate research and action in the field of education. The training college is the respository of new knowledge and new techniques of teaching. It is the centre of research for all fields

of education. But with all this treasure there, the schools remain aloof. In fact the schools have drifted far away from the main current of life and knowledge. It is the responsibility of the Training College to help the schools in their development. How can this be achieved ?

Practical Work

The programme of the Training College is divided into two distinct units (a) study of theory of education (b) practical work. In a short span of nine months with less than 200 working days the Training College provides for both. The contents of the theory papers have undergone minor changes and modifications in course of time. But the concept of practical work has been limited to practice teaching and has stood firm as a rock inspite of mighty waves all round. Practice Teaching means giving the prescribed number of lessons in the practising school, observing lessons and attending criticism lessons and demonstration lessons. The University Education Commission has observed that there is wide variation about the practice teaching in the different universities. Some universities insist on 60 supervised lessons, others may not insist on more than 10. There is also wide difference as regards the care and guidance through supervision and criticism of lessons. Before we consider any modification of the age-old concept of Practice Teaching, it is worthwhile to state why practical work has always been regarded as an integral part of teacher education.

It is well-known that in Agriculture, Engineering, Medicine and in all professional courses the study cannot possibly consist of theoretical instruction alone. So also in education, "theory and practice must go hand in hand and each must support and throw light upon the other. In the ideal training course something like equal amounts of time and equal weightage in assessing the students' result should be given to theory and to practice"*. It is easy to believe that no amount of lecturing can make a good engineer or a good doctor. Similarly no amount of reading can make a good engineer or doctor. The analogy holds good for education also. No amount of lecturing or reading can turn out a good teacher. Obviously Practice is most essential along with a study of the theory in any professional course. Let us at the same time remember that mere Practice is not enough. If skill in Practice were the sole aim there would be no need for a course in theory. A year's practical apprenticeship in a school could take the place of the Training Colleges. The University Education Commission has warned that "unguided practice, or the unintelligent following of rule-of-thumb methods may do the beginner more harm than good, and is all the more likely to make him close his eyes permanently to all the truly satisfying elements in teaching as a worth-while and life-long vocation."**

In the light of the above observation of the University Education Commission, what are the outstanding criticisms of the Practice Teaching or Practical work in the Training Colleges? Is it true that the schools do not regard the possession of the B.T. Degree as the slightest real guarantee that its holder can either teach or control a class ? Is it true that the trained teachers cannot use the new techniques and methods (learnt at the college) on their return to the schools? Is it true that students have never failed in their Practical Test ? A survey of Training Colleges would show that, in the first place, too little time is given to Practice teaching. Secondly, too little weight is given to Practical work in assessing the student's performance. Thirdly, conditions of school Practice are often most unsatisfactory. Fourthly, either the forenoon or afternoon is devoted to Practice teaching and all that the trainee does during these hours is to teach one lesson of 40 or 45 minutes' duration. Fifthly, the supervisors generally regard the Practice teaching programme as the period of their leisure and rest and visit the schools only when it

* *The Report of the University Education Commission Vol. I pp. 212*
** *Ibid, pp. 213*

suits them. Next, there is no provision in the college time-table for personal guidance and study of lesson plans. Quite often the lesson plans are signed by the Supervisors without being read carefully. Finally the final examination of Practical teaching is a farce. The external examiner appointed by the University does not have much say in the assessment. The internal examiner, that is the Principal of the College, either dictates or dominates and the external examiner has to be kept in good humour all the time. Surely all these observations do not hold good in all situations. But it must be frankly admitted that the general picture is not only depressing but utterly hopeless.

Suggestions for Improvement

This hopeless situation on the one hand and the numerous demands on education on the other call for immediate steps for improvement of Practical work in all Training Colleges. The old concept of Practice teaching confined to giving one lesson of 45 minutes must be abandoned. The procedure for assessment of Practical work must be changed. The Training College must 'adopt' a number of schools in addition to its Practising School and work for their improvement. It is happy news that the Government of India have taken serious note of the situation and are contemplating several reforms in this direction. The conference of Principals of Training Colleges held at Bangalore in May 1957 considered the question of revision of B. Ed. syllabus and has given considerable thought to the improvement of Practical work in Training Colleges. Some important recommendations of this Conference are given below :

1. Equal weightage should be given to the theoretical and the practical parts of the course.
2. Students under training should be encouraged to participate in cocurricular activities. They should be observed in their willingness and enthusiasm to initiate, execute and participate in such activities in the College and the Practising schools.
3. Every student should be required to make a case study of a child.
4. At least one Achievement Test should be constructed by each student and administered under controlled conditions.
5. As a general rule every student teacher should be required to give 30 lessons supervised by the college staff.
6. Block Practice teaching should be provided some time during the course:

A keen observer would discover that all these recommendations are being implemented more or less satisfactorily in the various Training Colleges in India. There is a feeling in all Colleges that the practical work must be improved if training is to be made more effective and worthwhile. New experiments in this direction need all the support and encouragement from the State and Central Governments. But no amount of encouragement from Governments can bring about the needed reform in the practical work in Training Colleges. The real problem is *assessment* of this practical work. The academic bodies in all Universities and the Conference of Principals of Training Colleges must evolve new patterns of evaluation of practical work. The Conference has recommended that equal weightage should be given to the theoretical and the practical parts of the B. Ed. Course. How can this be done? Firstly, the trainees must be given, at the beginning of the course, full details of all the assignments of practical work to be done during the session. Secondly, they must be informed of the weightage given to each assignment in the internal assessment of the practical work. Thirdly, the College must maintain a comprehensive record of all the various assignments. The general practice in our Universities is to allocate 200 maximum marks for practical work and 250 maximum marks of Theory papers. The Conference of Principals has recommended that instead of five Theory papers there should be only four papers of 50 marks each. This is one way of giving equal weightage to theory and practical work in Training Colleges. But this does not meet the requirements of

the situation. It has been our experience that 100 marks for internal assessment of practical work are not enough. Secondly, 100 marks allotted for the external examiner for the evaluation of *two* lessons given by every trainee during the Practical Examination, are not properly utilised. The external examiner has no time to attend all the lessons carefully. Even if he had the time it is not judicious to give so much weightage to the two lessons taught by the trainee at the end of the session. The unusually excellent *or* the unusually poor lesson during the Practical examination is only a matter of accident. The Conference of Principals has given serious consideration to this matter of chance and has recommended that the Practical Examination should be abolished. This bold and frank statement from the Conference is most welcome. Now, who is to break the ice ? And what is the substitute for Practical Exmination? There can be no final answer to this question. But it is obvious that trainees would not devote themselves to the various assignments of practical work during the session unless they know the weightage given to each assignment. Therefore, it is worth considering to introduce *viva voce* examination instead of the current Practical Examination. The University may appoint a Board of Examiners who would visit the Training College concerned, examine the record of internal assessment, check the assignments of every candidate including his les son plans and essays written during the session. Finally, the Board should interview every candidate to assess his personality, knowledge, personal and professional development. The Principal of the College would, of course, be a member of this Board of Examiners. The grade or division of the candidate in the practical work would be decided on his total performance during the session and this final interview. This is an indication of the direction in which experiments are most needed.

*Only drastic improvements in the training and treatment of teachers will cure America's "ailing schools". Inadequate recognition of superior teachers, even more than low salaries, is responsible for the nation-wide teacher shortage.

—*Joel H. Hildebrand, University of California.*

EMERGENCY TRAINING EXPERIMENT IN ENGLAND

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THE 1944 EDUCATION ACT ushered in a new era of education in England. In it, for the first time, education was adequately conceived as a continuous process of development from the cradle to the grave, and the Act foreshadowed a system of free, universal compulsory education for all children from 5-15, with further provision for part-time schooling till 18, and wide opportunities for Higher and Adult education.

This was the dream that inspired the framers of the Act. The reality was very different. "The picture that actually exists", stated a Nuffield Foundation Report on Education in 1943, "is of a country in which the meagre provision of education from 5-14 is in many places being rendered ineffective through the lack of teachers." The position was bad enough before the war, when overcrowded classes and insufficient teachers made real education difficult; World War II made it next to impossible.

Greatest Problem

The greatest single problem confronting educational administrators in the U.K. at the end of the War was consequently the recruitment of sufficient teachers to fill the War-time gaps in the teaching profession, to render some of the most pressing reforms of the 1944 Act practicable, and, in the long run, to make the whole working of the Act a reality. What was needed was both short term planning to meet immediate needs, and a long term vision and plan to reach out to the not-too-distant future. To draw up a long term programme the Mac Nair Committee was appointed, which, after surveying the entire field of teacher education, drew up its historic report on the "Selection, Recruitment & Training of Teachers"; to meet the more urgent claims of the immediate present, after a whirlwind campaign to secure the active support and cooperation of all interested parties, the Minister for Education appointed a special Advisory Committee to draw up "A Scheme for the Recruitment and Training of Emergency Teachers" on which Local Education Authorities, representatives of Teachers' Associations, Training Colleges etc., were adequately represented.

The teacher situation was desparate and called for desparate measures. The pre-War annual output of all the Training Colleges and Departments of Education in the U.K. was 7,100 teachers; at a conservative estimate it was calculated that this number would have to be doubled to meet the minimum annual teacher requirements of the 1944 Act and to meet the demands of a rapidly expanding educational system, and the Mac Nair Committee suggested how this doubling of output was possible without sacrificing quality for quantity.

But to meet the immediate post-War need to replace (1) teachers who had left for War Service: (2) superannuated teachers who had stayed on during the War to release the younger men for War service; (3) The inevitable drop in recruitment to the profession and the annual output of teachers during the War, especially in the ranks of men teachers; (4) additional teachers needed to make possible the immediate raising of the School Leaving Age to 15 and to reduce to manageable proportions the size of classes, it was calculated that 70,000 teachers were needed over and above the normal output of the existing Training Colleges.

To secure these extra recruits for the teaching profession was a problem of the first magnitude, for the regular channels of recruitment were already being overstrained. New avenues had to be explored, new sources of supply tapped. The Emergency called forth the required inspiration, and it was decided to make the challenge an opportunity "of securing for the schools the services of a large number of comparatively mature men and women, who either have hitherto not thought of teaching as a career, or who, for some reason or the other, have not been able to secure the necessary training." To meet the special needs of these older and more experienced students, and to complement and extend the efforts of the regular Training Colleges to supply the required 70,000 teachers in the shortest possible time, the Emergency Training Experiment was initiated.

A Daring Experiment

The Advisory Committee, after consulting all shades of opinion in the educational world, issued two circulars, one setting forth the general principles and broad content of any scheme of Emergency Training, and the other on methods of selection of intending trainees; and, in order to test out their theories in practice, a pilot Experimental Course was started at Goldsmith Training College in 1945-46 with a representative batch of 50 trainees. The experiment was a great success, and within the next two years, about 50 Emergency Training Colleges—some for men, others for women, and others for both men and women—were started in various parts of England and Wales, each with a complement of about 200 students. By the end of 1946 most of these Training Colleges were in full swing and the largest and most daring experiment in the Emergency Training of Teachers in the world was well under way.

The first batch of almost 20,000 emergency teachers was in the schools in 1947, and quite a number of the Colleges, were able to turn out a second batch by the end of 1948, when most of the Emergency Colleges, having completed the job for which they were started, were closed down, and the work of training teachers of the future was once more the sole responsibility of the regular two-year Training Colleges, and the University Departments of Education.

The Emergency Training experiment is now a page of educational history in England. But the experience it has afforded, and the results that have been garnered are of great significance to countries like India faced with a similar problem on a magnified scale in this vitally important educational field of teacher-training. Before, however, we attempt to estimate how much India can benefit from the Emergency Training Experiment it is essential to examine in greater detail the set-up and working of the entire scheme.

The Emergency Training Scheme was not meant for boys and girls who, after passing through the Grammar Schools (the normal recruiting ground for teachers) at the age of 17 or 18 went to a two-year Training College or a University, and after a period of two or few years of general-cum-professional training passed into the Elementary and Secondary School; it was meant for older and more mature students. The majority of these had ended their formal education at 14-16 to continue their education in the hard school of life in which they had gathered an infinite variety of knowledge and experience which, it was felt, would not only compensate for deficiencies in their general background of academic knowledge, but would be of immense importance to the rising generation, if those who possessed it were suitably trained to impart it in effective manner. To attract and retain such people to the teaching profession, two conditions were necessary—to make the profession worth their while from a material point of view, and to provide them with a form of teacher education tailored to their special interests, needs and abilities. The Emergency Training Scheme fulfilled both these conditions. Generous scholar-

ships, covering maintenance and tuition, were granted during the period of training—with liberal family allowances for married men—and, on entry into the profession, "years of approved service" in factories, offices, the army etc. were equated with years of teaching experience so that the trainees were generally able to start teaching on a salary they were drawing before they joined the Training Colleges. Hence financially, the Emergency teachers lost little or nothing by their late vocation. The fact that many of them started work on a higher salary than that of teachers of several years' standing caused some heart-burning among the regular teachers, but largely as a result of the effective propaganda done by the Ministry of Education before launching the scheme, the teaching profession as a whole accepted the position with great understanding and generosity.

The usual two-year course of training for undergraduate teachers, followed by a year's probation in the schools, was for the Emergency trainees shortened to a 48 weeks intensive course in the Training Colleges, followed by a two-year period of probation and further education in the schools. This abbreviated course was necessitated by three factors (i) The schools were in urgent need of the new recruits (ii) It was felt that the trainees would want to start work as soon as possible, and hence would prefer an intensive course aimed at equipping them with the basic minimum of skill, knowledge and experience to be able to start teaching (iii) It was considered that the shortened length of the training course would be compensated for by the maturity and experience of the candidates, and their greater industry and seriousness of purpose. It was in the light of these facts that the actual course of Emergency Training was formulated. The Advisory Committee, however, was extremely careful to confine itself to issuing broad suggestions about the general framework and principles underlying the emergency training scheme, leaving the actual details to be worked out by those responsible for actually putting the scheme into practice in the Training Colleges themselves.

The Emergency Training Scheme consisted of three parts, selection, Training, and After-Care ; each distinct and complete in itself, but together forming an inter-connected and integral whole.

Since the Emergency Scheme was leap in the dark in that it was breaking entirely new ground by tapping sources of teacher supply never before drawn upon, it was realised that selection of the right candidates was the key to its ultimate success or failure. Hence in Circular 18, the Advisory Committee laid down the principles and methods to be followed "to see that only those candidates are admitted who have the temperament, personality and intellectual capacity to benefit from an intensive course of the type proposed and are likely subsequently to render efficient service as teachers." Selection Boards of "experts" from the Training Colleges, experienced teachers and other qualified Men and Women were set up to interview the 82,000 men and 45,000 women from the Services who applied for admission to the E.T. Colleges; and after careful screening, a half hour interview, a written test, and a unanimous verdict of approval by the selectors, 40,000 trainees were selected.

New Criteria for "Picking"

Since most of these men and women had left school at the age of 14 or 16, their background of academic education was obviously poor—indeed very few possessed even a School Certificate, the usual passport to a Training College. Hence new criteria of selection had to be applied, such as would determine potentiality for development rather than actual achievement. The Selection Boards accordingly carefully studied the applicants' case histories to gather evidence of their physical and mental health, their intellectual and moral capacity to ensure success as students and teachers, their capacity to lead others, their previous occupational experience, their character and temperament, their sense of values, and their reasons for wanting

to become teachers late in life. With this evidence to guide them they interviewed the applicants, and selected those whom they considered most likely to be able to survive and profit from the very exacting and intensive training course to which they would be subjected during the period of teacher education. Since no scientific yardstick exists to measure the qualities of heart, mind and soul for which the selectors were looking, mistakes were made in selection (they were soon rectified at the Training College where palpably unfit students were politely but firmly asked to leave at any moment during the course of training) but they were surprisingly few. Indeed the wonderful skill shown by the Selection Board in "picking the winners" was, on later analysis, acknowledged by all observers to have been the principal reason for the successful working out of the scheme as a whole.

The candidates chosen were men and women between 21-35, though a few candidates of 40 and over of special suitability were admitted (suitable candidates under 21 were diverted to the ordinary two-year Colleges). They were drawn from all trades and professions, and consisted mainly of people who had always wanted to teach but had either not had the qualifications for entry, or lacked the money to take up a course of teacher training, and those whose changed sense of values made them desire to take up teaching. All of them had a strong sense of vocation that made them regard teaching not merely as a bread and butter job but as a means of social service, and a zest for their new vocation that put many a "regular" to shame. To quote the U.K. Ministry of Education pamphlet *Challenge and Response*, "from the educational point of view, the most significant feature of the E.T.C. was this quality of the students themselves. Three things stood out, their keenness and singleness of purpose, their wide range of talents and accomplishments and their power of initiative and organisation. All these factors were vital to the success of the scheme."

The actual course of training covered a period of 48 working weeks plus four weeks' vacation, divided up as follows:—

(a) Preparatory stage—a period of initiation and orientation consisting of introductory lectures, observation of teaching, and visits to all types of schools— 6 weeks

(b) Main Course—part I	4 weeks
(c) Teaching Practice	3 weeks
(d) Main Course—part II	12 weeks
Vacation	2 weeks
(e) Teaching Practice	9 weeks
Vacation	1 week
(f) Main Course—Part III	14 weeks

Aim and the Programme

The aim of the course of intensive training outlined above was not to turn out fully qualified teachers, but to set the students on the way to acquire the background of general education and professional knowledge and skill rightly expected from a teacher. In view of the relatively poor educational background of the students not very much more than a beginning could be made towards making them good teachers, but the E.T. Colleges did succeed in laying the foundations for their fuller education during their two-year period of probation and further education. At the end of the entire course of training, the Advisory Committee was convinced that the Emergency trainees would be full-fledged teachers. "We do not regard the students to be trained under the Emergency Scheme as mere stop gaps who are to be rushed into the schools to tide over an immediate crisis" they insisted, "If the scheme is justified at all, they must like other students in training, be regarded as potential teachers in the fullest sense, who are, through the training course, to be started on a path on which, partly through subsequent training of various kinds, they may, when they receive their full recognition, take their places as equals besides teachers who have entered the profession through other and more usual channels."

The actual training programme for the Emergency teachers as for others, con-

sisted of two separate but intimately interrelated parts—professional training and general education. The professional part consisted of studies directed mainly towards professional training : Principles of education, Child Psychology, Health Education and Physical Training ; it was supplemented and actualised by 12 weeks supervised "observation of, and participation in actual teaching practice and visits to all types of schools." The general part consisted of a compulsory course in English language and literature, plus the study of selected subjects from a wide list comprising the usual school subjects, plus Art, Music, Gardening and Crafts. Each student, in consultation with his tutor, chose a pattern of academic and practical subjects such that "no selection should be too one-sided or narrowly specialised ; on the other hand no student should be allowed to embark on a course that seems too heavy for him." While distinguishing between those two complementary aspects of their total preparation, the Advisory Committee emphasised that the distinction between them was relative "each part of the course reacts upon the other ; and each has its own contribution to make in some degree both to personal development and professional competence."

Methods and discipline were, like the curriculum, related to individual needs and the previous background and experience of the students. Since most of them were not academically inclined, formal lectures were at a minimum, their place being taken, for the most part, by seminars, discussions and lecture-discussions, and there was great emphasis on guided private study. Stress was laid on the students studying and finding out things for themselves ; book knowledge was related to their previous knowledge and experience, the interrelation between subjects were stressed, projects and learning-by-doing were a prominent feature, individual learnings were supplemented by group methods, and the students, being adults, were allowed a wide measure of freedom in planning and carrying out their own work and ordering their own affairs both in the College and in their hostels.

No Examination

And to discourage cramming there was no formal final external examination as in the two-year Colleges. Careful Cumulative Records were kept of the work and progress of the students, and a continuous cumulative process of internal testing and assessment by the lecturers, assisted by external assessors, (who were associated with the training scheme at all stages and not merely with the final examination) was adopted which, it was felt, would be a much better test of the years' work than a single final examination. Each College, in effect, set its own standards as it was felt that an external standard would limit the freedom of the Colleges and students, but the Ministry Inspectors ensured that a national standard was in fact maintained. Since unsuitable candidates fell by the wayside, most trainees qualified at the end of their training, though in the case of some doubtful cases a further 3-6 weeks training was recommended.

This method of cumulative, internal assessment was an important feature of the Emergency Training Course, and an important reason for its success. It ensured that the student's knowledge, skill and personality were all under review throughout his training; it recorded his growth or lack of it, and gave a much more rounded picture of him than any final examination, however comprehensive. "The students' attitude and learning throughout the Course" states the pamphlet *Challenge and Response* "in short, his quality as an individual, as a teacher, and a member of the community needed to be assessed with the greater care ; for, fundamentally the important question the Colleges had to decide was : Is this student a fit and proper person to be entrusted with the education of children ?"

That the verdict of the Colleges concerning the fitness of the candidates was almost invariably justified by actual experience was in no small measure due

to the method of assessment adopted by them, a method that has influenced considerably the system of assessment now in force in the regular two year Training Colleges in the U.K.

The actual course of intensive training in the E.T. College was supplemented by two years period of probation in the schools during which the emergency trainees had to continue their general education to make good the deficiencies in their academic background and general culture. This period of supervised further education was an integral and very important part of their training; it ensured that their total preparation was not far inferior, even quantitatively, to that of the regular teachers for whereas the latter had a two-year training followed by one year of probation in the schools the Emergency trainees had one year's intensive training followed by two years probation and continued education after passing out from the Training Colleges. This period of in-service education, the overall plan of which was laid down for each student by his Training College, was guided and supervised either by the Head of the school to which the teacher was attached, or by his Training College tutor, if he happened to be reasonably near, or by a Special Officer of the Local Education Authority. No set plan was laid down for it except that the course of study pursued by the teacher, either privately, at a University extra-moral Department, or at Evening Classes "should be related to his previous attainments, his aptitudes and the opportunities open to him." For those Emergency teachers who found their first appointments in the large towns this two-year period of in-service education was a fruitful part of their education, but for many in the country, where facilities for part-time education were few and adequate supervision difficult, it was to prove unfortunately largely a formality.

The main-credit for making the Emergency Training Scheme a success must go to the men and women who staffed the E.T. Colleges, and who were responsible for realising in practice the principles and objectives formulated by the Advisory Committee. In staffing the Colleges also a new tradition was started for they were staffed not by lecturers from the Universities and Training Colleges, but, for the most part, by carefully selected practising teachers from the schools, with a sprinkling of training college experts. This happy blending of the "experts" with the men and women on the job enabled the Emergency Colleges to depart from traditional methods of training teachers and to poineer new methods and approaches more in keeping with new times, and the unique character of their student body. Having chosen the best men and women for the job and and adequately staffed the Training Colleges (the staff-student ratio was 1: 11—a very generous provision) the Ministry of Education had sufficient vision to give them almost complete freedom to plan their own curriculum and approach, within the broad guiding lines suggested by the Advisory Committee, and subject to the minimum standards laid down by the Ministry of Education which kept a friendly eye on the Emergency Colleges through its Inspectors who generally assisted with the final assessment and certification of the trainees. This intimate and helpful partnership between the administration and the teaching profession at every stage of the Emergency Training Scheme—selection, training and in-service education—not only stilled hostile criticism from regular teachers against the special privileges of the Emergency Teachers but made possible their unqualified reception into the teaching profession; it was, perhaps the real secret of the success of the entire scheme.

When the Emergency experiment was first mooted, it roused a heated controversy and was greeted with no little opposition from the teaching profession. Their main criticism was that the Emergency trainees, lacking a proper pre-training education, and, hastily trained in the Emergency Trained Colleges would only be half-baked teachers; further, since there would be ere long 20,000 to 40,000 of them in service

they would dilute the profession and lower its social and professional status. In answer to this objection, the supporters of the scheme insisted that the wider experience of the trainers, their maturity of judgement and outlook, their strong sense of vocation and their greater knowledge of the world would more than compensate their deficiencies in general education and professional training, and that the continuation of their general education and professional training during their two years' probation in the schools would enable them to become as well-educated and cultured as the regular teachers.

Achievements of the Scheme

The Emergency Training Scheme is now complete, for most of the Emergency teachers have already spent several years in the English schools. It is perhaps too early to make a final estimate of the degree of success achieved, but the results, as far as these can be assessed, have exceeded the hopes of the most ardent supporters of the scheme and confused its critics. Instead of being tolerated by Heads and cold-shouldered by the regular teachers, the Emergency teachers have been welcomed by the former and won the grudging respect of the latter. Instead of 'diluting' the profession they have enriched it with their enthusiasm, their sense of vocation and their stimulating, unorthodox approach to these job. Far from being half-baked teachers, they have brought new life to the schools by revivifying the traditional curriculum and giving it a reality it too often lacked. "To walk through a room devoted to Science teaching with a student who was formerly a Gas engineer" says an enthusiastic observer "is to see how vital can be practical approach to work in school, and how environment can be made to contribute to the education of the scholar."

Certain flaws of the scheme have also come to the surface such as the danger of the scheme failing to achieve its objective of turning out fully qualified and well-educated teachers if the after-care period in the schools is not properly supervised and directed. But, on the whole, impartial observers agree with the considered estimate of the Ministry of Education Inspectors that the Emergency Training Scheme has justified its hopes and expectations, for the teachers trained under it have "in the vast majority of cases been well-received and accepted as making a valuable contribution in the field of education. In spite of inevitable deficiencies arising from the nature of their background and comparatively short period of training, they are in general enthusiastic for their work, get on well with children and colleagues and command respect for their personal qualities. They are industrious, and play a large part in the out-of-school activities. More, if as much, could not have been hoped for". Indeed few would deny that the Emergency Training Scheme of the U.K., balancing as it did quantitative and qualitative aspects so skillfully, is the boldest, most imaginative, and most successful experiment in teacher training in our day.

The Emergency Training Scheme achieved its immediate objective of training the 40,000 teachers that were urgently needed for the schools of England in the immediate post-war period. Though the scheme has officially terminated its permanent results endure to broaden and enrich the whole conception of teacher training in England, and the world. The majority of teachers in all countries, under present systems of recruitment, generally have the same educational history: School to Training College or University, and then back again to school. To require teachers with such a limited background to break away from the traditional curriculum and methods of teaching and discipline along the lines advocated by progressive educationists and psychologists, is expecting too much. The Emergency Training experiment has shown a way out of the present impasse.

The Emergency Colleges have in their own way changed the entire approach to training teachers and their informal and practical methods, and their practice of continuous assessment have

already caused a minor revolution in the traditional Colleges, just as the Emergency Teachers are causing a minor revolution in schools throughout England. If the traditional curriculum and methods in schools are to be revolutionised, it would seem that a new and disturbin gelement in the profession, such as introduced by the E.T. Colleges into the ranks of English teachers, is essential, for teachers subjected to traditional training and steeped in the historic methods of approach to the treatment of the curriculum are in most cases psychologically incapable of breaking new ground.

A second lesson of permanent significance we can learn from the E.T. experiment is that there exists in the population of any country a large reservoir of good material constituting a potential source of recruitment for the teaching profession. If this reservoir can be carefully tapped, it can yield a steady flow of first rate trainees who can be transformed, by a suitable course of education and training, into good teachers. Such people may not have the traditional academic background expected from teachers to start with, but they often have a wide experience of life and people, and disciplined habits of mind and action, which compensate for their deficiencies of general education, and they bring a freshness of outlook to training and to teaching which is invaluable. And what is most important, perhaps, is that such people have a real sense of vocation, and "for professions of a highly social character like teaching, the whole process of training (and of their later work in the schools) takes on a distinctive quality when approached at a mature age". Indeed with trainees of this type with their wide background of occupations and wide diversity of abilities aptitudes and experience, the Training Colleges often become "self-educating communities", where students educate each other, as well as the tutors, instead of places of formal instruction and narrow professional training.

The necessity for selecting the right calibre of students, and the right quality of staff to make individual attention possible, and freedom for the Training College, within broadly defined guidelines, to frame their own pattern of training—these are some of the permanent lessons which can be learnt for the Emergency Training Scheme by the regular Training Colleges.

The results of this unique experiment in Emergency Teacher Training are undoubtedly of both lasting and immediate importance ; for throughout the world and especially in India, which has pledged herself to provide free, universal, compulsory education for all children from 5-14 and thereafter liberal provisions for Higher and Adult education, teachers are in great demand, and expeditious means are being sought to prepare them without sacrificing quality for numbers.

The Central Advisory Board of Education in their report on "Post War Reconstruction in India" calculated that to implement their recommendations at a conservative estimate, at least two million new teachers in the Primary and Basic Schools and at least half that number of graduate teachers for Secondary and Adult education, would be needed within the next few years, adding "the rate at which trained teachers can be produced is the factor on which the entire development programme will depend." The sad experience of the ten years that have passed since the Report was issued has proved these words only too true. The dream of free, universal, compulsory education still remains largely a dream. Many reasons for this fact can be given but the central one is the tremendous quantitative and qualitative shortage of the right type of teachers to make the dream a reality. Millions of the right type of men and women will have to be attracted to the profession and educated and trained in a manner that will prepare them for their difficult vocation as quickly and effectively as possible, if the dream is to materialise. India, therefore, has much to learn from the Emergency Training Experiment in England which adapted to Indian needs and conditions, can contribute much towards the solution of the most urgent and intractable educational problem of the day.

IN-TRAINING PROBLEMS OF BASIC STUDENT-TEACHERS

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A FEW YEARS BACK the author conducted a number of studies in the field of the 'Training of Basic Teachers'. The findings of these studies were based on the replies received to three different types of questionnaires issued to the Heads, staffs and students of about seven Basic training institutions, The present study summarises some of the important findings regarding certain in-training problems of Basic student-teachers. On the basis of these findings the author has arrived at certain conclusions. It is felt that most of these findings still hold good.

Theory Over-emphasised

From a study of the syllabuses of several Basic training institutions it is felt that too much emphasis is laid on theory rather than on practical work. The student-teachers generally feel that they find more of theory in their training course and in the discussions conducted by the members of the staff. The reasons for such a state of affairs, as stated by the student-teachers, are that (1) more weightage at the final assessment is given to theory papers whose number is sufficiently large, (2) the student-teachers have to memorise facts and figures in order to be able to pass the final examination which is generally external, (3) the duration of the course is too short to warrant practical demonstration and application of the principle of heurism and laboratory techniques, (4) the members of the staff are fresh from training institutions and have had no experience of work in ordinary Basic or non-Basic schools, (5) there is generally prepondrance of lecture method in the teaching of the training classes, (6) the mastery over the subjects is thought to be the end rather than the means, (7) no experimental or demonstration schools are attached to the Basic training institutions, and (8) preference is given to the writing of notes rather than to discussion and assignment methods.

The Curriculum

The main principle of the curriculum according to the scheme of Basic education is that the life experience of a student is enriched. We have, therefore, to train our would-be Basic teachers in this sublime art. This can only be done when the curriculum of the Basic training institutions is framed on these principles. There have been some attempts at reconstructing the training institution curriculum in this direction, such as in Sevagram and some other places, but what is urgently required is that these principles should be universalised. In order to bring Basic training institutions in closer touch with reality and recast the theory-ridden curriculum, the social service programmes should be actually planned and carried out in the training institution. This will have an advantage of training the student-teachers in the planning and carrying out of social service programmes which should be one of the distinctive contributions of Basic schools to the local community. We should not only widen the scope of the Basic training curriculum by including in it the study of social, cultural and ethical problems but also as practical measure transform these institutions into centres of community life.

Another suggestion which could possibly be made in this direction is that Special Courses Committees for Basic training institutions should be set up to evaluate the curriculum of the Basic training institutions. Generally the rule should be not to over-burden the already heavy load but to cut it down to the barest minimum making it more practical and activity-centred. The following resolution of the Seventh All-India Basic Education Conference, 1951 held at Sevagram on this subject is very much commended :

> "Teacher-education should not consist merely of professional training but should insist on and provide for a way of life in keeping with the principles of *Nai Talim*. Courses of studies of undergraduate and graduate teachers should be drawn up with the above principles in view."

It was also found that the staffs of the training institutions generally follow the lecture method and prefer dictation of notes. Discussion method, the assignment system and tutorials are conspicuous by their absence. There are reasons for this. The courses are lengthy and heavy; the annual external examination hangs heavily both over the heads of the staffs as well as the students; the students are too many to take effective part in discussions, the staff members are too overworked to think of tutorials So we conclude that the issue is deeply rooted in a vicious circle which has to be cut somewhere by someone. It will be proper to discuss these issues one by one.

Examination Phobia

The most important factor to be analysed in this connection is that of annual examination. Our data confirm our belief that the external examination phobia is afflicting even the would-be Basic teachers. In the first instance how tragic and ironical it seems that after giving long discourses, during the Basic training course, on the disadvantages and limitations of the present system of evaluation with its elements of subjectivity, unreliability and invalidity, we go against the cherished principles which are taught to the student-teachers to be followed in their schools. The author believes that the institution of an external examination for evaluating the work of student-teachers, during their stay at a Basic training institution acts like pandora's box. They would have been happy if the lid of this box had never been opened at least within the premises of the Basic training institution. "The final examination in its old form, taken by all students as a kind of climax to which the whole course moves will no longer be easy to arrange……In any case we believe its survival to be wholly undesirable."*

The student-teachers are against these examinations. About 95 per cent of the staff members confirmed the obvious by maintaining that the present type of examinations held in Basic training institutions, leads to cramming and note-taking, and works against the spirit of experimentation. A system of education which is a bold attempt at evolving a cooperative society does not want any form of destructive competition. And why should we perpetuate this much-despised competitive system of evaluation? Speaking about the evils of examinations in schools and the imaginative stand taken by certain institutions, Miss Marjorie Sykes aptly comments : "Basic Education, as part of *Nai Talim*, is thorough-going in its determination to replace the incentives of competition by those of cooperation ……The majority of teachers..considers it normal and natural that once the examination is successfully over, the information which it has demanded of them should be forgotten and the text-books discarded for ever. Why not? It is not knowledge of skill, but the marks in the certificate, that will get them a job. Yet the terrible and shameful results to which this system of competition for

**Teachers and Youth Leaders : Report of the Committee appointed by the President of the Board of Education to consider the Supply, Recruitment and Training of Teachers and Youth Leaders, London, His Majesty's Stationery Office, 1944., page 89,*

external rewards is conducting us, are only too painfully clear....The whole theory upon which this poisonous system is based is a libel on human nature. It is flatly untrue that children will not learn without an artificial stimulus....There are schools which have demonstrated by their refusal to make use of competitive prizes of "rank in class" and all other apparatus of artificial incentive, that such things, are irrelevant and unnecessary to real achievement, even under the present system".* If this is true of Basic schools it can be more so in the case of Basic training institutions. It is, therefore, strongly suggested that the purely external type of examination should be totally given up.

In certain Basic training institutions examinations in theory have been abolished and the students' work in theory is assessed on the basis of the year's actual work, assignments, and major projects completed by the student-teachers Obviously, this arrangement enables them to concentrate on real work of permanent value in the field of Basic education. It is now being felt that internal examinations which take into consideration the achievement of students during the whole course should alone be the criterion of success. This necessitates the maintenance of the objective individual record of the student. More than 90 per cent of the staff members and the student-teachers of Basic training institutions give their preference, and rightly so, to the maintenance of personal records. It may not be out of place to quote here the findings of the sectional conference on the Training of Teachers at the Seventh All-India Basic Education Conference, 1951: "In regard to assessment, it was suggested that the present-day system of examination and marking should be replaced by the evaluation of what was described as the three P's: the special attention of all the progressive Basic training institutions. Only those are competent to evaluate and judge the achievement of students who teach and live with them."@

Minimum of Lecturing

It is necessary that, in training institutions and especially of the Basic type, there should be minimum of lecturing. In this connection it is necessary to commend the holding of seminars and tutorials so that the staff and students come nearer and discuss problems in an atmosphere of complete accord and mutual satisfaction. "While tutorials may involve moral and social guidance or helpful advice of any kind, their principal function is a kind of intellectual midwifery. In an intimate way, the teacher directs and develops the thought process which must always be an activity of the student himself. The learner discovers how to analyse, judge and evaluate, while the tutor leads and criticises as the pupils try their own wings and pursue their intellectual flights."£ Discussions are in fact the healthy signs of a rich and stimulating intellect which is ever eager and curious to know the why, what and how of things. Besides the educational possibilities inherent in the discussion method, other qualities such as mental poise, balanced views, selected expression, spirit of accommodation and tolerance quick wit and other qualities of head and heart are also developed. This arrangement is commended for universal adoption by all the Basic training institutions. In view of all these advantages it is suggested that the members of the staff of Basic training institutions should scientifically and systematically arrange their syllabus and work out a number of interesting assignments for the whole year. It is necessary to remember here that in order to make the system of seminars, tutorials and assignments work satisfactorily there should be a well-stocked and rich library in the training institution.

*Sykes, Marjorie: *Basic Education: Its Principles and Practice*, Department of Public Instruction, Madras Government Press, Madras, 1950, pp. 9-10

@Report of the Seventh All-India Basic Education Conference, Sevagram, February 28—March 5, 1951, Hindustani Talimi Sangh, Sevagram, Wardha Page 107.

£ The Report of the University Education Commission, Dec., '48-August '49. Vol. I, Manager of Publication, Delhi—'50 p. 107

Another conclusion which has emerged is that a majority of the students are not in a position to cope with the training course. As suggested earlier, the over-ambitious syllabus could considerably be cut down and the minimum qualifications for admission to the training course raised. With the growing unemployment among the educated classes, which incidentally shows that many people with better educational attainments are available, it should not be difficult for the Basic training institutions to select candidates with good academic qualifications. Another possibility is to extend the training course. As early as in 1943, the Committee of the Central Advisory Board of Education on the Training, Recruitment and Conditions of Service of Teachers stated that "in view of the demands on the technical skill of teachers, which are implicit in the conception of Basic Education which has been approved by the Central Advisory Board of Education and which it is hoped will increasingly determine the normal methods of instruction at the Primary and Middle stages, the necessary technique cannot be acquired in any case in less than a period of two years. In the case of middle schools of the Senior Basic type, however, where special importance will be attached to craft training and where the skill required by the teacher both in the craft itself and in correlating other subjects of the curriculum with it will be of a higher standard, the course of training should normally occupy three years, though this may perhaps be reduced to 2½ years where this fits in more conveniently with the local educational organisation". If for certain administrative and financial reasons, it is not possible to extend the course at the moment, it is suggested that admission may take place earlier, so that during the pre-admission period the students may make some study of the theory papers and be comparatively free from this work during their actual training period.

Restricted Discipline

It was surprising to note from the finding of the study that restricted discipline generally prevailed in the Basic training institutions under investigation. It is rather difficult to explain this phenomenon. About the evils of this type of discipline we cannot resist the temptation of quoting from the book of a great educationist where he maintains: "A teacher who has never been treated as a responsible human being, who has been kept in the Training College under martinet discipline, who has never had a chance of creative self-expression or social service—how can he become a standard bearer of the 'New Education' and promote free discipline or self-expression and cooperative social service amongst his pupils? It is far more likely that he may perpetuate the evils to which he has been subjected and education continues to move in a vicious circle—the rigid discipline of school life, followed by a more or less giddy time of pseudo-freedom at the University capped by a year of formal, technical and hedge-bound professional training at a Training College where, as a rule, freedom and self-expression are as dutifully applauded in theory as they are scrupulously excluded in practice. Such teachers, then, having passed through these breaking-in experiences, are placed in charge of the education of children and adolescents, and no wonder education continues to mark time and there is, on every side, a sense of futility and waste, heavy as frost and deep almost as life."* The conduct of the student-teacher should depend less on the discipline which is imposed from above and more upon the standards which they have been encouraged to create for themselves during the training course. Unless we release them from strict regimentation and mechanical, control, we cannot hope that when they enter the Basic school as teachers, they will have acquired that degree of maturity and that sense of responsibility which emanci-

Saiyidain, K.G., The School of the Future: *The India Press Ltd, Allahabad, 1935*

pated and enlightened teachers ought to possess. Incidentally it may be pointed out that a restricted type of discipline in Basic training institutions may deter certain capable and meritorious candidates from seeking admission because of the fear of losing the right of genuine self-expression. "We must maintain free discipline in the Training School itself, if we wish free discipline to be maintained in Basic Schools".

The other difficulties enumerated by the student-teachers relate to the inadequate provision of hostels attached to Basic training institutions and dearth of published books on Basic Education. Provision of residential facilities to the student-teachers during the training courses in the wider interests of developing a high sense of cooperative life and social interaction seems imperative. If the Basic training institutions are residential, the student-teachers will get the full benefit of the course, because there will not be much difficulty in coordinating and planning the various activities of the course.

The student-teachers have rightly pointed out the necessity of publishing sufficient number of books relating to Basic education. "Our first need in *Nai Talim* is of books for teachers. The average Primary teacher does not possess the general knowledge to cope with the demands of Basic education; he has not acquired the habit of consulting books; he has no access to books. He must be provided with the tools of knowledge he so urgently needs, and the first need is for small handy practical booklets dealing with his immediate problems."*

Urgency about this let the Fifth All-India Basic Education Conference held at Perianaickenpalayam in 1959 to resolve that "the *Hindustani Talimi Sangh* and all other agencies and workers, official and non-official in the field of Basic Education should devote their special and urgent attention to the production of literature bearing on Basic Education. This should include both literature for the guidance of teachers and reading material for children." With the establishment of the National Centre for Research in Basic Education, it is possible to initiate this work, coordinate the work of various agencies working in different States and publish books, brochures, guide books and reference books in different languages. It is commendable that the Central Ministry of Education have given a high priority to the publication of books and literature on Basic education and with the cooperation of all concerned, it is hoped that this felt need of teachers and students of Basic schools will be fairly satisfied. Regarding the preparation of literature we commend the resolutions of the Seventh All-India Basic Education Conference, held at Wardha in March 1951. It is also suggested that this National Centre for Research in Basic education should take up the work of translating well-known books on Education, written by foreign and Indian authors into different languages and thus enable the workers in the field of Basic education to share the views and findings of eminent educationists. Obviously this involves heavy financial commitments, but nothing seems more urgent than this step which will, in due course of time, make up for what is spent in terms of money by an increasing gain in intellectual and mental awareness.

**Panandikar, S.*, The Need for Literature in Basic Education: *Report of the All-India Basic Education Conference, 1949, Perianaickenpalayam, South India*

Roundup of Activities
Ministry of Education

ON return from leave Shri K.G. Saiyidain resumed charge of the post of Secretary and Educational Adviser from 31st December, 1958.

The Draft annual Educational Development Programmes of States and Union Territories for 1959-60 were discussed in Education Working Groups during December 1958 and January 1959.

For the programmes for 1958-59, according to the revised procedure, three-fourths of the estimated admissible Central assistance have been released by the Ministry of Finance to the State Governments in the form of lump sum "ways and means advances" in nine equal monthly instalments. The final payment sanction adjusting the aforesaid advances was to be given in February, 1959 on the basis of actuals for the first nine months and anticipated expenditure for the remaining three months of 1958-59.

It has been decided to set up a Working Group on Education for the preparation of the Third Five-Year Plan.

ELEMENTARY AND BASIC EDUCATION

Scheme of Relief of Educated Unemployment And Expansion of Primary Education : The Planning Commission has since decided that from 1959-60 this Scheme will be treated as a Centrally assisted scheme. The decision has been communicated to State Governments and Union Territories.

Model Legislation on Primary Education : In the light of the comments received from some State Governments the draft model legislation for the introduction of free and compulsory Elementary education, prepared by the Ministry, was further examined. It has now been referred to the Ministry of Law for advice.

Children's Literature : The V Prize Competition for Books for Children has been announced and the last date for receipt of entries is 25th May, 1959.

Under the scheme "Production of Model Books for Children" the book entitled, **Anokhe Jawar** has been brought out. It is meant for the children of the age group 7-14.

Grants to Voluntary Educational Organizations in the Field of Pre-Primary and Basic Education : During the quarter ending 15th January, 1959 a sum of Rs. 1,04,479 was sanctioned to various pre-Primary and Basic education institutions out of the revised estimates of Rs. 6 lakhs for the Scheme for the present financial year.

Scheme for the Establishment of Post-Basic Schools : Grant-in-aid for the purpose was sanctioned during the period as follows :

(1) The Rayat Shikshan Sanstha, Satara, Bombay State .. Rs. 4,000

(2) Gandhigram, District Madurai, Madras .. Rs. 28,000

The rates of Central assistance under the scheme are 100 per cent for Government schools and 60 per cent in the case of voluntary organisations. State Governments were informed of these rates.

Seminar on Improvement of Basic Schools in Delhi: The National Institute

of Basic Education, Delhi organized a Seminar-cum-Training Course on Improvement of Basic Schools in Delhi on 27th and 28th October, 1958. It was attended by the inspectors and selected headmasters of Delhi Corporation.

Basic Education Committee for Public Schools: The third meeting of the Basic Education Committee for Public Schools was held at Rajghat, New Delhi on 25th October, 1958. The Committee visited Netrahat Public School, Bihar and Scindia Public School, Gwalior.

Recognition of Basic Education Diplomas and Degrees: It has been recommended to all State Governments and Administrations of Union Territories that Basic education diplomas or degrees awarded by various institutions in the country should be generally recognized by each of them, if a State Government or an Union Administration within whose territorial jurisdiction the institution awarding the diploma or degree is situated, has recognised such diploma or degree.

Standing Committee of the C.A.B.E. on Basic Education: The meeting of the Standing Committee of the Central Advisory Board of Education on Basic Education was held at Madras on 13th and 14th January, 1959 prior to the 26th Meeting of the Central Advisory Board of Education.

National Institute of Basic Education: A two-week training course on "Administration of Basic Education" was organized from 27th November to 12th December, 1958 at the Institute. Twenty-five delegates from eleven States and Union Territories participated in the Course.

Under the programme of publications a new attractive pamphlet, "Progress of Basic Education", was published.

Scheme for the Production of Literature and Other Material for Basic Education: Entries for a Prize Competition for Guide Books for Teachers received by 30th November, 1958, the last date for the receipt of entries, are being sent for review to competent reviewers. The prizes will be announced as recommended by the Basic Education Literature Committee on the basis of the reviewers' reports. This Committee is now in the process of being set up.

As the first instalment in the series of Monographs on Basic Education, five subjects were selected and assigned to competent authors. To review each of the five manuscripts submitted by the authors, two experts in different fields per manuscript have been selected as reviewers, who are to give their comments and suggestions for improvement. On the basis of reviewers' reports, suggestions for revising the manuscripts of two monographs have been conveyed to the authors. One of the five manuscripts has been finally revised and is being sent to the press. The remaining two are under review. Authors for the next instalment of five monographs were also selected and the works assigned to them.

Proposals for Research Projects on Craft Material were invited from various post-Graduate Basic Training institutions. Out of the proposals received, four were approved. One institution has already started work on a research project and in respect of two other projects the grant will be made available as soon as the concurrence of the State Governments concerned is received. Since originally it was expected that only three proposals would mature during the current financial year, provision for the fourth additional proposal has now to be made after adjustment in the various sub-schemes.

Under the sub-scheme of Production of Source Books, the contents of the source books for Social Studies and General Science were finalised after these were considered by the working groups specially set up for the purpose. Selection of authors and editors will be made shortly.

The terms and conditions under which proposals for the production of books for children under the sub-scheme of Supplementary Reading Material for Children are to be invited from publishers, have been decided. Proposals from publishers all over India have been invited by a circular letter and announcement in the daily press.

Besides the above regular sub-schemes some *ad hoc* proposals for translation and

publication of outstanding works on Basic education are also being processed.

Expansion of Girls' Education and Training of Women Teachers: In view of the importance which the Ministry attaches to the full and early implementation of the Scheme, it was decided, in December 1958, to liberalise the conditions governing Central assistance for the Scheme. The State Governments are no longer obliged to contribute their matching contribution on 25 per cent. But they are free to add whatever funds they can find for the Scheme. No proposals for 1958-59 were received from the State Governments of Bombay, U.P. and Jammu & Kashmir. They were, however, advised to avail themselves of the benefits offered under this recent decision.

During the period under review, the State Government of Rajasthan was allotted the Central share of Rs. 3.85 lakhs for the scheme and administrative approval for expenditure was communicated to the Union Territories of Laccadive, Minicoy, Amindive Islands, Manipur and Tripura.

Educational Tours of Teachers: In addition to the tour programmes of two parties of Bombay and one party of Mysore approved by the Ministry, the proposal of Pondicherry Administration to organize a tour for teachers under the scheme was approved during the period and the funds provided from the area budget.

National Committee on Women's Education: The Committee submitted its Report to the Government of India on 5th January, 1959. The report was introduced to the Central Advisory Board of Education at its meeting held on January 16, 1959 at Madras.

SECONDARY EDUCATION

Research in Problems connected with Secondary Education: Grants totalling Rs. 78,278 were sanctioned during the period under report as follows :—

Institution	*Research Project*	*Amount* Rs.
1. Dev Samaj College for Women, Ferozepur	1. The utility of the School Broadcast and the ways and means to make it more effective	5,132
2. B.R. College of Education, Agra	2. Construction of Achievement tests in English and Mathematics	2,000
3. University of Allahabad	3. A survey of the load of work on Secondary School teachers 4. Causes of failures in High school examinations	11,057
4. D.S. College, Aligarh	5. Standardisation of Interest Inventory in Hindi	3,299
5. M.S. University of Baroda	6. Educational and Vocational Guidance 7. Construction and standardisation of Achievement tests	23,671
6. Gujarat Research Society, Bombay	8. Construction and standardisation of Achievement tests for children in Secondary schools of classes V to VII	16,100
7. Mahila Vidyalaya Training College, Lucknow	9. Study of causes of educational fall-off in classes VI to XII	2,700

8. Institute of Education for Women, Calcutta
9. University of Gorakhpur
10. University of Madras
11. Radhanath Training College, Cuttack

10. Attitude towards teaching	4,600
11. A sample survey of mental ability in urban and rural Secondary schools of Eastern U.P.	2,150
12. Standardisation of Intelligence tests	5,169
13. Teaching of Science scientifically	2,400
	78,278

Assistance to Voluntary Organisations in the field of Secondary Education : Grants sanctioned during the period under report are :—(1) Rs. 12,000 to Sri Ramakrishna Mission Sarada Vidyalaya Girls High School, Madras as second instalment of the grant for the construction of a multipurpose hall ; (2) Rs. 6,000 to Mahbub College High School, Secunderabad as second instalment of the grant for the construction of an additional block ; (3) Rs. 2,820 to Raisina Bengali Higher Secondary School, New Delhi towards continuation of Educational and Vocational Guidance Unit ; (4) Rs. 50,000 to Sri Avinashilingam Home Science College, Coimbatore as second instalment of a grant for the establisment of the College ; (5) Rs. 4,194 to D. A. V. Higher Secondary School, New Delhi towards continuation of the Educational and Vocational Guidance Bureau ; (6) Rs. 48,400 to Gujarat Research Society, Bombay as second instalment of the grant towards the construction of buildings and (7) Rs. 3,100 to S. G. H. K. Girls Higher Secondary School, New Delhi towards the cost of electric installation and sanitary fittings.

Central Institute of English, Hyderabad : The Institute whose main object is to promote the teaching of English as a second language started functioning from 17th November, 1958 under the control of a Board of Governors.

The Central Advisory Board of Education : Inaugurated by the Governor Madras, the 26th Session of the Central Advisory Board of Education was held at Madras on 15th and 16th January, 1959. As usual there was an informal meeting of the Directors of Public Instruction/Directors of Education on 12th, and the five Standing Committees of the Board met on 13th and 14th January.

Of the items discussed, the following are the important ones :—

(i) Measures necessary for accelerating the pace of conversion of High schools into Higher Secondary schools on the reorganised pattern

(ii) Measures for the training of an adequate number of teachers for the new secondary schools

(iii) The new pattern of Basic education of Kerala

(iv) The new scheme of Secondary and Primary education of Kerala

(v) The place of Sanskrit in school curriculum

(vi) Greater co-ordination among schools, Vocational Guidance agencies and employing agencies

(vii) Question of additional Central assistance to State Governments beyond the standard rate of 50 per cent

(viii) The problem of limiting admission to universities.

The Central Research Advisory Committee : Presided over by the Minister for Education, the second meeting of the Central Research Advisory Committee that was set up to encourage and coordinate research in the various Research institutions under the Ministry of Education, was held on 28th and 29th November, 1958.

Some of the important items discussed were :

(i) The Central institutions—their role and functions

(ii) Reorganisation of the Central Institute of Education

(iii) The possible reorganisation of the present Advisory Committee into a National Council of Educational Research.

The Central Bureau of Educational and Vocational Guidance : The work relating to the one-session Professional Course in Guidance was continued. Mid-session evaluation of students' attainments was held in November, 1958.

Projects involving the preparation of a guidance battery for use in the delta class and a battery of selection for the Science group are in progess. Work was carried out on the preparation of an Arithmetic test, a non-verbal Intelligence test and a test of spatial evaluation. Adaptations of two tests of the National Foundation for Educational Research, London, have been prepared for try-out. Work is also being carried out on a verbal test and a test of scientific aptitude.

The Central Bureau of Textbook Research : Meetings were held with teachers of Delhi Schools regarding the try-out of 24 lessons each, in Social Studies, General Science and U. N. Project.

The Bureau continued its work on the preparation of model lessons in Hindi, History, Geography and Science for some classes at the Elementary stage. The lessons will, among other things, give detailed instructions to the teachers regarding the planning and teaching lessons in the classroom.

The Central Institute of Education : The following Workshops and courses were organised by the Institute : (i) A workshop on evaluation from 9th to 16th October, 1958 with 60 persons ; (ii) A Science Teachers' Workshop from 10th to 18th October, 1958 with 23 teachers ; (iii) A short course in Physical Education from 30th August to 29th November, 1958.

42 participants of the course in Physical education were awarded certificates.

New York Herald Tribune Forum : As in the previous years, on an invitation from the New York Herald Tribune authorities, Kumari Nalini Nair, a student of the pre-University class, Women's College, Trivandrum was selected to represent India at the New York Herald Tribune Forum for High Schools from January—March 1959. Kumari Nair was selected by a Selection Committee who interviewed candidates recommended by State Governments and universities. The recommendations of State Governments and universities were based on the results of an all-India Essay Contest. She left Bombay for New York on 27th December, 1958.

AUDIO-VISUAL EDUCATION

National Institute for Audio-Visual Education : The scheme for the establishment of the National Institute for Audio-Visual Education has been approved with certain minor modifications. The Director of the Institute has been appointed from 29th January, 1959.

Dr. Francis Noel, one of the three T.C.M. Experts assigned to the Institute, reached Delhi on 15th January, 1959.

National Board for Audio-Visual Education : The third meeting of the Board was held at New Delhi on January 5 and 6, 1959 under the presidentship of Shri R.P. Naik, Joint Secretary, Ministry of Education and Chairman of the Board.

Mobile Cinema Vans : Under the Colombo Plan three Mobile Cinema Vans were received. Of these, one each has been allotted to the Governments of Madras and Punjab and the third one is to be kept for the use of the Audio-Visual Unit of the Ministry of Education.

Seminars and Conferences : It was decided to organise five zonal seminars on Audio-Visual education during 1958-59, one seminar in each of the five zones of the country. A sum of Rs. 3,500 has been sanctioned for conducting each seminar. State Governments of Bombay, West Bengal, and Madras have agreed to conduct the seminars, while replies from Punjab and U.P. are awaited.

The objects of the seminar are to train teachers in the correct utilisation of audio-visual aids in teaching and the handling of audio-visual equipment. 30

persons are proposed to be trained in each seminar, the duration being 7-10 days.

Production of Films : Rough cuts of the films 'Herbarium', and 'Potter' were approved. Written commentary on the film, 'Inter-University Youth Festival' is awaiting the approval of the Ministry. The Ministry's opinion on the script of the film 'Ganga' and synopsis of the film 'Currents and Tides' was forwarded to Films Division, Bombay.

Central Film Library : Ninety-nine films were acquired during the period for the Library, bringing the total to 4137. Twenty-eight new institutions were enrolled as members of the Central Film Library bringing the total to 1225. One thousand nine hundred and seventy-nine films and 62 filmstrips were lent out to 326 member-institutions during the period. A meeting of the Preview Committee previewed the film entitled "J.C. Bose".

Mobile Cinema Unit : A special preview meeting for the science-teachers of the local Higher Secondary schools was arranged and five films on Physics (Electricity) were shown. Besides, 33 film shows were conducted in various local educational and allied organisations.

Translation Unit : Teaching notes of eight more filmstrips were translated into Hindi bringing the total to 39. The members who possess filmstrip projectors and the State Governments were informed of the availability of such notes with the Central Film Library.

Unit for the Production of Visual Aids : In connection with the programme of producing portraits, a set of six portrait drawings of eminent Indian scientists, namely, C.V. Raman, H.J. Bhabha, J.C. Bose, P.C. Ray, Meghnad Saha and Birbal Sahni were prepared with suitable biographical notes. Collection of material for preparing a study-kit on India is in progress. Work on the preparation of charts on Economic Geography and preliminary work on two other charts, namely, 'Manufacture of Oxygen' and 'Manufacture of Sulphuric Acid' have been taken in hand.

'Audio-Visual Education' Journal : The October, 1958 number of the journal was brought out and copies were distributed, while January, 1959 issue is in the press.

HIGHER EDUCATION

Grants-in-aid : In the field of Higher Education, the following grants were paid during the period under report :—

(i) Rs. 1,50,00,000 to the University Grants Commission bringing the total amount so far paid as Government of India's grant-in-aid during 1958-59 to Rs 4,30,00,000 ; (ii) Rs. 22,500 to the Gurukula Kangri Vishvavidyalaya, Hardwar, as the third instalment of Government of India's grant-in-aid to the Gurukula during 1958-59 bringing the total amount so far paid to Rs. 67,500 ; and (iii) Rs. 1,27,000 to the Jamia Millia Islamia, New Delhi as the third instalment of Government of India's grant-in-aid to the Jamia during 1958-59 bringing the total amount so far paid to Rs. 3,82,730.

Loans for Construction of Students' Hostels and Staff Quarters: Loanswere released during the period as follows :—

(1) Rs. 30,000 to the Barahseni College, Aligarh as Government of India's loan to the College for the construction of a hostel building ;

(2) Rs. 50,000 to the Andhra Loyala College, Andhra, being the second instalment of the approved loan of Rs. 2,00,000 for the construction of a students' hostel ; and

(3) Rs. 50,000 to the Visva-Bharati, Santiniketan as Government of India's loans to the University for the construction of staff quarters.

Loans and Grants to Delhi Colleges : A sum of Rs. 50,000 was sanctioned to the Ramjas College, Delhi as the second instalment of Government of India's loan to the College for the construction of a hostel.

A sum of Rs. 20,000 was sanctioned to the Delhi University for distribution to the Evening Colleges at Rs. 5000 per College as maintenance grant during 1958-59.

Visva-Bharati, Santiniketan : The Paridarsaka (Visitor) of the University renominated Shri Kshitimohan Sen to be

a member of the Samsad (Court) of the Visva-Bharati for a further term of four years and Dr. J.P. Niyogi to be a member of the Selection Committee of the Visva-Bharati for another term of three years.

Central Universities: Shri N.N. Iengar, Assistant Secretary, University Grants Commission was nominated member of the Finance Committees of the Universities of Delhi, Aligarh, Banaras and Visva-Bharati by the President in his capacity as the Visitor of these Universities.

Home Science Education and Research: Headed by Dr. (Miss) M.L. Bishop, a Tennessee University team of technicians consisting of Dr. Doris Ekstron, Miss Lois Dickey and Miss Dorothy Lyon have arrived in India and taken up their assignment of assisting Home Science Education and Research in this country under Supplement I OA41 of the Agreement with Technical Cooperation Mission.

RURAL HIGHER EDUCATION

Grants: The Rural Institutes were sanctioned grants as follows during the period under report:

Institute	*Amount* Rs.
Mouni Vidyapeeth Rural Institute, Gargoti	40,885
Balwant Vidyapeeth Rural Institute, Agra	2,52,407
Rural Institute, Amravati	3,10,082
Gandhigram Rural Institute, Madurai	1,17,731
Sri Ramakrishna Mission Vidyalaya Rural Institute, Coimbatore	32,297
Vidya Bhavan Rural Institute, Udaipur	2,52,114
Institute of Rural Higher Education, Sriniketan	3,00,000
Government of Bihar, Education Department, for the Rural Institute of Higher Studies	19,214

Introduction of Compulsory Social Service in Rural Institutes: As recommended by the National Council for Rural Higher Education at its meeting at New Delhi on 8th October, 1958, a Committee consisting of the following members was appointed to evolve a scheme for introducing Social Service in Rural Institutes:

Shri T.S. Avinashilingam (Chairman)
Dr. R.K. Singh
Shri K.L. Bordia
Prof. P.R. Sen
Shri Sham Narayan

The Committee met twice during the period under report,—on 19th November, 1958 and 27th January, 1959 and made certain recommendations.

Stipends: On account of stipends for students of the Rural Institutes, the following grants were sanctioned:

Institute	*Amount (Rs.) and Period*
1. Institute of Rural Higher Studies, Birouli	1,620 (April—June 1958) and 6,480 (July—December, 1958)
2. Vidya Bhavan, Udaipur	11,014 (July to December, '58)
3. Mouni Vidyapeeth, Gargoti	4,590 (July to December, 1958)
4. Rural Institute, Amravati	22,710 (July to December, 1958)
5. Jamia Rural Institute, Jamia Nagar, New Delhi	11,710 (July to December, 1958)
6. Gandhigram Rural Institute, Gandigram	12,693 (July to December, 1958)
7. Institute of Rural Higher Education, Sriniketan	9,420 (July to December, 1958)
8. Sri Ramakrishna Mission Vidyalaya Rural Institute, Coimbatore	16,980 (July to December, 1958)
9. Balwant Vidyapeeth Rural Institute, Bichpuri	6,120 (April to June, '58) and 15,180 (July to December '58)

Introduction of Sanitary Inspectors Course : The meeting to draft syllabus for the Course was held and the syllabus prepared by Dr. B.S. Khurana of the Ministry of Health was approved with some modifications.

Workshops : The following three Workshops were held from 25th to 29th December, 1958 : (1) Workshop on Rural Problems and Political Science at the Balwant Vidyapeeth Rural Institute, Bichpuri, Agra with a grant of Rs. 3,730 ; (2) Workshop on 'Sociology and Social Work' at the Rural Institute, Amravati, with a grant of Rs. 2532 ; and (3) Workshop on 'Economics and Cooperation' at the Rural Institute, Gandhigram, with a grant of Rs. 2950.

The object of these Workshops is to evolve test materials in the subjects concerned. Shri S.N. Ranade from Delhi School of Social work was also invited to help in the proceedings of the Workshop at Amravati.

Extension Activities in Rural Institutes : As recommended at the Second Inter-State Seminar held at Srinagar a Committee of Experts was appointed for drawing curriculum and syllabus for Extension activities at the Rural Institutes. The Committee met on 6th January, 1959 at New Delhi.

The syllabus drafted by the Committee for the students of the three courses has been circulated to the Rural Institutes for comments.

EDUCATION IN UNION TERRITORIES

The sanction of the President has been conveyed to the Administrator, Laccadive, Minicoy and Amindivi Islands to incur an expenditure not exceeding Rs. 48,200 towards the implementation of Educational Development Schemes included in the Second Five-Year Plan during 1958-59.

The sanction of the President has been conveyed to the Chief Commissioner, Andaman and Nicobar Islands that all the school-going children in the Islands may be exempted from the payment of tuition fees in all schools up to the Secondary stage.

Orders have been communicated exempting all students from the payment of tuition fees up to and including Class VI in Manipur from the academic year 1959-60. The concession will be available to all students reading in Government, Territorial Council and private aided schools in Manipur.

The grant-in-aid rules for schools in Manipur have been revised entitling them to grant equivalent to 90 per cent of the net deficit.

SOCIAL WELFARE AND EDUCATION OF THE HANDICAPPED

The term of assignment of Miss I.B. Harvey, an I.L.O. Expert in the employment of the Physically Handicapped has been extended for a further period of three months from 17th December, 1958.

Sanction has been accorded for the establishment of pilot Employment Office for the Handicapped in Bombay. Inaugurated by Dr. R.K. Bhan, Deputy Educational Adviser on 4th February, 1959, the Model School for Blind Children has started functioning at Dehra Dun.

Sikkimese Ladies Delegation to India : On an invitation from the Government of India, a Sikkimese Ladies Delegation consisting of three ladies arrived in India on 13th January, 1959 to study social welfare work in the country. They will be in India for about 40 days and visit various Welfare Extension Projects started by the Central Social Welfare Board, Community Development Blocks and institutions doing work in the field of social welfare in the States of Andhra, Assam, Bombay, Kerala, Madras, Mysore, Punjab, Uttar Pradesh, West Bengal and Delhi. The delegation is headed by Miss Densapa, and its other members are Miss Pradhan and Mrs. Pazo.

PHYSICAL EDUCATION AND YOUTH WELFARE

Labour and Social Service Camps : During the quarter ending 15th January,

1959, a sum of Rs. 10,79,763.58 was paid to State Governments, universities, N.C.C. Directorate of the Ministry of Defence and voluntary organisations like Bharat Sevak Samaj, Bharat Scouts and Guides for conducting such Camps.

Campus Work Projects: During the quarter a sum of Rs. 9,39,004 was sanctioned by instalments to universities and State Governments for the construction of 67 recreation halls-cum-auditoria, eleven gymnasia, nine stadia, nine open-air theatres, eight swimming pools, seven pavilions and two cinder tracks. Besides this, a sum of Rs. 3,10,813 was also sanctioned in 21 cases as second and third instalments of grants, first instalments of which, were sanctioned during 1957-58.

Sports: Grants for the promotion of various sports activities were sanctioned during the period as follows: (1) Rs. 7,584 to the Table Tennis Federation of India, New Delhi as passage expenses of two table tennis players invited from Hungary to India in 1955-56; (2) Rs. 8,400 in favour of the National Rifle Association, Ahmedabad, for holding a coaching camp in New Delhi in November, 1958; (3) Rs. 5,000 to the Indian Hockey Federation, Madras for conducting the Schools National Championship Tournament at Madras from 10th to 20th October, 1958; (4) Rs. 1,050 to the Indian Hockey Federation, Patiala towards the salary of the paid Secretary of the Federation; (5) Rs. 5,000 to Shri Mihir Sen towards his commitments in connection with his attempt to swim the English Channel during 1958; (6) Rs. 802.50 in favour of the Amateur Athletic Federation, Delhi for holding a coaching camp at Bangalore; (7) Rs. 25,590 to the Gymnastic Federation of India, Delhi for holding two coaching camps at Delhi and Madras; (8) Rs. 5,000 to the Badminton Association of India, Bombay for meeting the actual expenditure or the deficit, whichever is less, on the conduct of National and Inter-State Badminton Championships at Gauhati in December, 1958; (9) Rs. 5,000 to the All-India Football Federation, Bombay for meeting the actual expenditure or deficit, whichever is less, on holding the All-India Inter School Football Tournament at Madras in December, 1958; (10) Rs. 20,000 in favour of the President Amateur Athletic Federation of India, Patiala, for holding of two coaching camps at Patiala and Trivandrum during December, 1958 and January, 1959; (11) Rs. 40,000 to the Government of Kerala as 50 per cent cost of construction of a stadium at Tellicherry; (12) Rs. 1 lakh in favour of the Uttar Pradesh Government in addition to the grant on Rs. 2,58,380 sanctioned in 1957-58, representing the matching contribution of the Central Government against the expenditure incurred on the construction of the Stadium at Lucknow up to September, 1958; (13) Rs. 5,000 to the Table Tennis Federation of India, New Delhi for conducting the National Table Tennis Championships at Ahmedabad during 1958-59; (14) Rs. 2,784.64 in favour of the President, Amateur Athletic Federation of India, Patiala for conducting three Athletic Training Camps at Bangalore, Patiala and Bombay; (15) Rs. 5,000 to the Kabaddi Federation of India, Jabalpur for conducting the National Kabaddi Championships at Bombay during December, 1958 and January 1959.

Physical Education: Grants in the field of Physical Education were given during the period as below: (1) Rs. 8,000 to the All-India Physical Education Conference, Krida Mandal, Mahal, Nagpur covering 50 per cent deficit on organising the 4th session of the Conference at Nagpur in November, 1958; (2) Rs. 12,500 to the K.S. M.Y.M. Samiti, Lonavala to cover 50 per cent expenditure on the construction of a hall for training in *Yogic* exercises; (3) Rs. 1,860 to the Tripura Administration to be paid to the *Agiye Chalo Sangha*, Agartala for the purchase of equipment; (4) Rs. 50,000 in favour of the *Sanchalak, Vishwayatan Yoga Ashram*, New Delhi as part of the Central Government's contribution towards the expenditure to be incurred on the construction of the building for the headquarters of the *Vishwayatan Yoga*

Ashram, Katra Vaishnu Devi, Jammu and Kashmir; (5) Rs. 8,150 to the State Government of Bombay towards organising a State Seminar on Physical Education, as a follow-up of the All-India Seminar for the State Inspectors and University Directors of Physical Education held at Mahabaleshwar, Bombay in May, 1958.

In addition to the above, a sum of Rs. 3,500 was sanctioned in favour of Shri P.M. Joseph, Principal, Lakshmibai College of Physical Education, Gwalior, to meet the initial expenditure on the preparation of the manuscript for an illustrated handbook on the Syllabuses of Physical Education. The amount of Rs. 3,500 is to be released in two instalments of Rs. 1,000 and Rs. 2,500. The second instalment of Rs. 2,500 will be released after the amount of the first instalment has been utilised.

The first meeting of the Committee set up by the Central Advisory Board of Physical Education and Recreation to draft proposals for the development of Physical education during the third Five-Year Plan period was held on 18th and 19th November, 1958 at Gwalior.

Scouting and Guiding: A grant of Rs. 14,500 was sanctioned to the Bharat Scouts and Guides, National Headquarters, New Delhi for meeting 75 per cent premium for the acquisition of land for the construction of buildings for the National Headquarters at New Delhi.

The third and final instalment of grant-in-aid of Rs. 20,196 was released to the State Organising Commissioner, Delhi State Bharat Scouts and Guides, Delhi for meeting two-thirds of the total admissible expenditure incurred on the construction of Bajpai Hall and the provision of amenities in the Hall. First and second instalments of Rs. 25,000 each were sanctioned to the organisation in August, 1956 and January, 1957 respectively.

A sum of Rs. 15,000 was sanctioned in favour of the Government of Uttar Pradesh, Lucknow for subsequent payment to the Uttar Pradesh State Bharat Scouts and Guides, Allahabad, covering its deficit on the construction of their headquarters buildings.

Rs. 3,750 were sanctioned to the Bharat Scouts and Guides, New Delhi as 75 per cent cost of tents and equipment.

A grant of Rs. 660 was also sanctioned in favour of the National Secretary, Bharat Scouts and Guides, New Delhi towards 50 per cent expenses on sending a contingent of ten scouts and one scoutmaster to participate in the Second Pakistan National Scouts Jamboree held at Chittagong from 28th December, 1958 to 14th January, 1959.

Students' Tours: An amount of Rs. 3,54,804 was sanctioned during October to December, 1958 to 324 different institutions in the country to conduct educational tours with the participation of nearly 10,000 students.

Survey of Living Condition of Students: Grants amounting to Rs. 555 and Rs. 7,200 were sanctioned to the Universities of Kerala and Lucknow respectively for this purpose during the period under report bringing the total amount sanctioned so far to Rs. 13,139. The Universities of Kerala and Lucknow have started the work.

SCHOLARSHIPS

(A) For Studies Abroad

Government of India Schemes

Partial Financial Assistance (Loan) Scheme: Applications for partial financial assistance were received from 37 students. Loans amounting to Rs. 1,500 were sanctioned. Rs. 14,087.73 were recovered from students who were granted loans in the past.

Programme for Exchange of Scholars between India and Iraq 1957-58: The two selected candidates left for Iraq.

Scheduled Castes, Scheduled Tribes and Other Backward Classes Overseas Scholarships Scheme: The work of selection of candidates for twelve scholarships was entrusted to the Union Public Service Commission.

Enquiries regarding Scholarships

for Studies Abroad: Four hundred and fifty enquiries about various overseas scholarships schemes were attended to during the quarter.

Awards Made by Foreign Governments/Organisations/Institutions

British Council Scholarships, 1959-60: Applications for ten scholarships were invited by 5th February, 1959.

French Government Scholarships, 1959-60: The offer of four scholarships is under consideration.

Indian Women's Education Association, London Scholarship, 1959-60: The offer of one scholarship for an Indian national has been publicised. Applications were to reach the Association direct by 1st March, 1959.

Imperial Relations Trust Fellowships, 1959-60: The offer of two Fellowships is under consideration.

Ridgefield Foundation (U.S.A.) Scholarship, 1958-59: The offer of one scholarship for higher study/research in Economics is under consideration.

Swiss Firm (Nestle) Scholarship, 1959-60: The offer of one scholarship was publicised. Applications were to be sent to the Swiss Embassy, New Delhi direct by 31st March, 1959.

West German Government Scholarships, 1959-60: An offer of nine scholarships has been received.

U.N. and Unesco Fellowships/Scholarships

U.N. Social Welfare Fellowships/Scholarships Programme, 1959: Applications for seven Fellowships were received and are under consideration.

Unesco Grants for Regional Cultural Studies—1957-58: The selected candidate for one Fellowship offered, left for the United States of America.

(B) *For Studies in India*
(i) *For Foreign nationals*

Government of India Schemes

French Fellowship Scheme, 1957-59: Two more French nationals have arrived. Of these one has joined his institution of study.

General Cultural Scholarships Scheme, 1958-60: Selections for 106 scholarships, out of the total of 140, were made.

Programme for Exchange of Scholars between India and Czechoslovakia, 1957-58: One more Czech national, who was awarded a scholarship in place of the national who had returned due to ill-health, has joined his institution of study.

Scholarships to Sikkimese Students, 1958-59: Sixteen Sikkimese students who were awarded scholarships (six for degree/diploma courses and ten for Public school studies) have joined their institutions.

Scholarships to Bhutanese Students, 1958-59: Selections for twelve scholarships for Public school students were made.

Technical Cooperation Scheme (Colombo Plan), 1958-59: One more Nepali student joined his institution of study.

(ii) *For Indian nationals*

Merit Scholarships in Public Schools, 1958-59: Selection of 75 candidates including nine for some State Governments and Public schools, has been made.

Research Scholarships in Humanities, 1958-59: The selections of 48 candidates were made.

Merit Scholarships for Post-Matriculation Studies, 1958-59: Selections of 154 scholarships, out of the total of 200, were finalised. The selected candidates are studying in their institutions of study.

Scholarships for Higher Studies in Hindi to Students belonging to non-Hindi Speaking States, 1958-59: Selections of 84 scholarships, out of the total of 110, were made.

Scheduled Castes, Scheduled Tribes and Other Backward Classes Scholarships Scheme 1958-59: 27,030 more scholarships were awarded during the period bringing the total number of scholarships awarded so far to 40,230. An additional amount of Rs. 25 lakhs was made available and it will be possible to

award scholarships to all the eligible Scheduled Castes candidates.

Scholarships/Other Educational Facilities to the Children of Political Sufferers, 1959-60: The various State Government Union Territories were addressed to implement the Scheme in their areas. Central assistance to a State Government will be to the extent of 50 per cent, while the entire expenditure of the Union Territories will be met by the Central Government.

SOCIAL EDUCATION

Assistance to Voluntary Educational organisations in the field of Social Education: Grants amounting to Rs. 2,00,778 were sanctioned during the period to five organisations for strengthening and developing their activities in the field of Social Education and libraries.

Delhi School of Librarianship: It has been decided to start the first refresher course of three months' duration from 1st March, 1959 for the training of Public librarians in the School that has been set up by the Delhi University with financial assistance from the Government of India.

Libraries Committee: The Advisory Committee for Libraries, that was set up to survey the existing conditions of libraries in India, has submitted its Report to the Ministry. The Report is under consideration.

National Fundamental Education Centre: Started on 17th November, 1958 the second Training Course for District Social Education Organizers is now under way, 22 officers from different States are attending the course.

The Centre has taken up research work on 'Community Centres'. A pilot inquiry on 'Village Meeting Places' has been completed and the report is under print.

Prof. Charles Madge, a Unesco Expert in Research and Evaluation whose services had been secured by the Centre for a period of one year left on 7th December, 1958 after completing his assignment at the Centre.

Rural Education Committee: The Committee, that was appointed by the Government of India to look into the programmes of Janata Colleges, Basic Agricultural schools, Manjri schools and Rural Institutes, and to make suitable recommendations, has submitted its report.

Sixth Competition for Books for Neo Literates: Under the VI Competition that has already been announced, 40 prizes are to be awarded to books or manuscripts in various Indian languages. Entries for the above competition are required to reach this Ministry on or before 30th April, 1957.

Unesco Prize scheme of Books for New-Reading Public: Unesco in cooperation with the Government of India has decided to award ten prizes of $ 480 (Rs. 2,280 approximately) each to the Indian authors of best books for New-Reading Public on selected topics published during 1957-58. A Press Note calling for entries by April 30, 1959 has been issued.

Unesco Fellowship: Mr. Aziz Ahmed, a Unesco Fellow from Pakistan has arrived in India on 8th January, 1959 for a three-week training in operational and administrative methods relating to Book Trusts. Training facilities with the Southern Language Book Trust, Madras in their production, marketing, liaison, accounts and book industry council departments, and with the National Book Trust, New Delhi in the general working of the Trust, have been arranged for the Fellow.

REHABILITATION OF DISPLACED TEACHERS AND STUDENTS

During the period under report, results of 27 persons were verified from the records available with the Ministry.

26 certificates of Indian nationals were received from the Government of Pakistan, through the High Commissioner of India in Pakistan, Karachi, and despatched to the persons concerned.

378 displaced students pursuing various courses of studies were granted financial assistance through the Social Welfare

and Rehabilitation Directorate, New Delhi, involving an expenditure of Rs. 59,503.

A sum of Rs. 6,000 was sanctioned to the Orissa Government towards financial assistance to displaced students from West Pakistan who are either pursuing their courses of studies or whose parents are now permanently settled in Orissa.

It has been decided that the work relating to the grant of stipends to displaced destitute children sanctioned out of the Vocational and Technical Training schemes for displaced persons from West Pakistan should be transferred to this Ministry from the Ministry of Rehabilitation.

The State Government of Punjab agreed to take over the administrative control of the High schools for boys and girls including a Primary section at Faridabad on the terms and conditions on which they took over the Basic and post-Basic schools at Rajpura and Faridabad. Grants on the basis of the following percentage calculated on the total recurring expenditure incurred by the schools will be given to the Punjab Government for the purpose :—

1958-59	75%
1959-60	50%
1960-61	25%

Thereafter, the entire expenditure will be borne by the Punjab Government themselves.

The question of the payment of pensions to Primary teachers displaced from Sind in Pakistan that was, for some time past, under the consideration of the Government has now been decided and the State Governments have been advised to pay pensions at full rates to such teachers.

PROPAGATION OF HINDI AND EVOLVING OF TECHNICAL TERMINOLOGY

Publication of Omnibus Volumes of the Works of Eminent Hindi Writers : The following grants were paid under the scheme during the period under report : (i) Rs. 6,415 to the University of Agra towards the preparation of omnibus volumes of the works of Fort William College writers including the works of Shri Ram Prasad Niranjan ; (ii) Rs. 250 to Dr. Faiyaz Ali Khan, Kishangarh, Rajasthan for the preparation of omnibus volumes of the works of Nagri Das.

Preparation of Terminological Indexes of all Standard Hindi Works—Old and Modern : A grant of Rs. 2,400 was paid to the University of Aligarh for the preparation of terminological indexes of the works of Surdas.

Hindi Encyclopaedia : A further grants of Rs. 20,000 bringing the total grant so far given to Rs. 1,20,000 was released to the Nagari Pracharini Sabha, Varanasi towards the preparation of Hindi Encyclopaedia.

Appointment of Hindi Teachers in non-Hindi speaking areas : A sum of Rs. 5,047 was sanctioned as expenditure on the continuance of Hindi teachers in Tripura who were appointed under the Second Five-Year Plan.

Grants to Hindi Organisations : The following grants were paid during the period between 16th October, 1958 to 15th January, 1959 : (1) Rs. 50,000 to the Akhil Bhartiya Hindi Parishad, Agra for training of 60 Hindi teachers at the Akhil Bhartiya Hindi Mahavidyalaya, Agra ; (2) Rs. 5,000 to Nagari Pracharini Sabha Varanasi for carrying out search of old manuscript ; (3) Rs. 800 to All-India Hindi Publishers' Association, Delhi for holding a seminar on Publishing and Book Trading ; and (4) Rs. 2,400 to the Secretary, University Classes, Gauhati University for carrying out the work of morpho-phonemic analysis of Assamese language.

Board of Scientific Terminology : The following finalised and provisional lists of technical terms in Hindi were brought out during the period under report :—

Finalised lists :

1. Chemistry-II
2. Defence-II and V
3. Agriculture-II

4. Diplomacy-I
5. P. & T. (Designations)
6. P. & T.—Overseas Communication
7. Tourism
8. Zoology-I

Provisional Lists :

1. Economics (Advanced)
2. Law-III

Popularsation of Sanskrit: The second and final instalment of Rs. 50,000 out of the annual grant of Rs. 1 lakh has been released to the Deccan College, Poona for the preparation of a Sanskrit Dictionary on historical principles.

INDIAN NATIONAL COMMISSION FOR COOPERATION WITH UNESCO

Regional Meeting of Experts on Traditional Cultures of South-East Asia : A regional meeting of Experts from India, Pakistan, Burma, Indonesia and Ceylon was organised by the Institute of Traditional Cultures, Madras from 3rd to 7th November, 1958 to suggest practical measures for preservation and renewal of traditional cultures in South East Asia. Dr. N. S. Junankar, Deputy Educational Adviser attended the meeting on behalf of the Indian National Commission.

Unesco Major Project on the Mutual Appreciation of Eastern and Western Cultural Values : As an important step towards the implementation of the Project, the Indian National Commission in collaboration with the University of Delhi held a Seminar on 'Traditional Values in Indian Life' from 13th to 15th December, 1958. The Seminar aimed at locating such of our traditional values as are most deserving to be disseminated in the West.

Under contract with Unesco, the Indian National Commission has decided to hold a National Seminar on the Implementation of Unesco's East-West Major Project in School Programmes with special reference to the Unesco scheme of of Associated Schools Projects for Education in International Understanding from 2nd to 6th March, 1959 at the New Era School, Bombay. Unesco agreed to contribute about Rs. 7,000 towards the holding of the Seminar.

U.N. Expanded Technical Assistance Programme of Unesco for 1958:—Unesco offered Fellowships of twenty four months duration to the following candidates :—

Nominee	*Field of Study*
1. Shri V. B. Joshi	Steel Metallurgy/Furnace Design
2. Shri Samir Sarkar	Fuel Technology
3. Shri B. Balkrishna Parulekar	Refrigeration
4. Shri Y. N. Bapat	Electrical Devices/Vacuum Technology

Unesco Research Centre on the Special Implications on Industrialization in Southern Asia, Calcutta : The Centre was established at Calcutta in January, 1956 with the approval of the Cabinet, for three years in the first instance in implementation of a resolution adopted by the General Conference of Unesco at its eighth session. The Cabinet has now approved the Government of India's continued participation in it for another two years, i.e., for 1959 and 1960.

Production of Literature relating to Unesco Activities :—Messrs Indian Press Ltd., Allahabad has published the Hindi edition of the Unesco book entitled "Nuclear Energy and its Uses in Peace".

The Research Training ond Production Centre, Jamia Millia Islamia, New Delhi, completed translation into Hindi of the Unesco book entitled 'Teaching of Reading and Writing' by William S. Gray.

The Indian National Commission for Unesco got Shri R. P. Masani's work entitled "Education for World Understanding,—a Handbook for Suggestions for Teachers" translated into Hindi by Dr. Sita Ram Jaiyaswal, Reader in Education, University of Lucknow. The Hindi edition has now been published by Messrs Nandkishore Bros., Banaras.

Unesco Associated Youth Enterprises System : On the recommendation of the Indian National Commission for Unesco, Unesco has included in their scheme of Associated Youth Enterprises, a project entitled 'Rural Youth Movement —A People's Programme' initiated by Youth Farmers' Association of India. Under this scheme, Unesco has also undertaken to give financial assistance to the tune of Rs. 2,850 towards the cost of certain aspects of the project.

Unesco International Coupon Scheme :—The sale of Unesco coupons for books remained suspended since July, 1957. It was resumed and Book Coupons worth $17,070.96 were issued up to 31st December, 1958.

EDUCATIONAL INFORMATION AND PUBLICATIONS

Information Service : During the quarter under review, 2374 enquiries on various aspects of education in India and abroad were dealt with. 529 visitors sought information from the Information Library.

Information on the following subjects was revised or, collected and compiled during the period :—

(1) List of educational trusts for financing students for studies abroad.

(2) Facilities for studies in Degree, post-Graduate and post-Certificate courses in Nursing in India.

(3) Facilities for studies in various courses in Forestry in India.

(4) Facilities for studies in Private International Law, and in Cooperation in India.

(5) Facilities for post-Graduate studies in Ancient Indian History, Culture and Archaeology in India.

(6) Facilities for study in Education at the University of Sydney, and Physical Education in Canada, Australia and Sweden.

(7) Facilities for study in Acturial Science in the U.K.

(8) Facilities for studies or training in Business Administration, Commerce or Sales Management in Canada.

(9) Facilities for study and training in Paper Technology in Japan.

(10) Facilities for study in Management Accounting and practical experience in Mechanical Accounting in the U.K.

(11) Facilitses for research in Spectroscopy in the U.S.A. and Germany.

The work relating to the collection, compilation or revision of information on frcilities available in various other branches of Education including Engineering and Technology in India and abroad was undertaken.

Publications :—Publications brought out during the period under report are :

(1) The Education Quarterly—December, 1958.

(2) Youth, December, 1958.

(3) Buniyadi Shiksha ka Seminar.

(4) School Library by J. Smeaton

(5) Presidential Address by Dr. K.L. Shrimali at the 34th Session of the Indian Historical Records Commission at Trivandrum

(6) Proceedings of the 25th Meeting of the Central Advisory Board of Education

(7) Report of the Sanskrit Commission

(8) Improvement of Curriculum in Indian Schools by Dr. Henry Harap

(9) Proceedings of the Fourth Meeting of the National Council for Rural Higher Education

(10) Progress of Pre-Primary and Elementary (including Basic) Education in India during 1956-57 under the Second Five-Year Plan

Publications of the Ministry were put on sale and display at the 26th Meeting of the Central Advisory Board of Education held at Madras from 12th-16th January, 1959.

1756 copies of publications were sold at the Casual Sales Depot of Ministry during the period under report.

Educational Statistics

Publications : 'Directory of Institutions for Higher Education - 1958' was brought out during the period. "Education in States—1956-57—a Statistical Survey' was sent for printing.

Scrutiny and Reconciliation of Statistics : 37 Forms 'A', 19 Forms 'B' and 17 Forms 'C' were scrutinised and discrepancies pointed out, where necessary.

Statistical Enquiries : 45 important Statistical enquiries were attended to during the period under review.

NATIONAL ARCHIVES OF INDIA

Acquisition : 34 authenticated copies of Bills of States assented to by the President, 146 files, 124 volumes of records and one real of microfilms were received. 229 books and 294 manuscripts and documents were accessioned, 25 documents purchased and 450 periodicals registered.

Photo-Duplication : The microfilming of the "Home Public Index", "Foreign Department Secret Consultations", and precious manuscripts from the Raza Library, Rampur, was continued. Besides this, 177 documents belonging to His Highness the Maharaja of Panna were microfilmed.

Publication : Volume I of the Fort-William-India House Correspondence and Volume X of **The Indian Archives** were printed. Volume XI of **The Indian Archives** was sent to the press. The preparation of an Index to the Foreign and Political Department records (1781-1783) and the revision of the Index to the Imperial Record Department proceedings (1946) were continued. The printing of and preparation of an Index to Volume X, checking of the entries of the Index to volume XI and calendaring of volume XII of the Calendar of Persian Correspondence were also continued. The preparation of a catalogue of oriental seals found on the Persian documents of this Department made further progress and 1,158 seals were catalogued.

Acquisition of Microfilm Copies of Foreign Records Indian Interest : Rs. 10,000 were sanctioned for the acquisition of microfilm copies of Dutch Records of Indian interest in the custody of the Algemeer Rijksarchief, The Hague with whom and order had been placed.

Fellowship Scheme : The scheme relating to the award of Fellowships to post-Graduate scholars for carrying out research in the Archives has been revised. The number of Fellowships will now be five a year and the amount, Rs. 200 per month per Fellow. The selection of candidates will be made on an all-India basis by a Committee constituted for the purpose.

National Register of Records : To accelerate the progress in the compilation of the National Register of Records which is for the present confined to the records and manuscripts in private custody only, it has been decided to meet expenditure up to a maximum of Rs. 3,000 per year incurred by a State Government.

Preservation : In addition to the normal repair and rehabilitation programme of Department, service was rendered to 16 outside agencies and individuals. Of particular importance is the rehabilitation of a manuscript of Shri Jawaharlal Nehru's autobiography and two birch-bark manuscripts of the Government of Jammu and Kashmir.

Indian Historical Records Commission :—The thirty-fourth annual session of the Indian Historical Records Commission was held at Trivandrum on December 30-31, 1958 and January 1, 1959 under the auspices of the Government of Kerala.

Hyderabad Records :—The question of taking over the old Marathi and Persian records of the former Hyderabad Record Office and opening a Branch Office of the National Archives of India at Hyderabad has been finalised and the new office is expected to start functioning shortly.

PROBLEMS OF TEACHER TRAINING

From whatever angle we may approach the problems in relation to methods of instruction, we find that the teacher occupies a pivotal point. In the final analysis the secret lies with the teacher. He is, so to speak, the centre of the educational universe and in the short symposium that follows we have three practising teachers, attacking the problem of how to teach the teacher to teach. E.A. Pires takes up the Secondary school teacher and offers some practical suggestions about how to train him to be equal to his task. Salamatullah concentrates on practice teaching and points the way to organise it effectively. How to impart instruction in practical subjects in our Multipurpose schools is also beset with its own special problems. T.K.N. Menon dwells on the lines on which the teacher should be prepared to meet these problems. This discussion on teacher training, in which three men of wide experience in the teaching profession participate, should be of immediate and lively interest to the practising teacher.

Editor

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AS ALL MY EXPERIENCE of teacher training has been at the level of training teachers for the Secondary school, I shall confine my observations to this particular area. Even in this limited field the problems are so many that it will not be possible to deal with all of them in a brief article like this. I shall, therefore, have to be selective and pick out for discussion those problems that I think need immediate attention if we seriously mean to improve the quality of teacher education—I prefer to use this expression instead of teacher training, because our concern should be to *educate* our future teachers, not merely to *train* them to use a few devices or to perform a few tricks in the classroom.

Staffing

The first problem in the field is the problem of upgrading the quality of our teacher educators. In the vast majority of our teachers' colleges to-day, this quality is poor. I know of several colleges that are content with selecting freshly trained teachers to work on their staffs. The Central Institute of Education is often requested by other teachers' colleges to recommend such teachers. I believe that the time has come for making a nationwide study of staffing in colleges of teacher education in India. Such a study could only be made by some central agency like the All-India Council for Secondary Education. The study should be a comprehensive one and should include questions which would throw light not only on staffing practices but also on staffing needs and problems.

The need today in our teachers' colleges is for persons with a higher professional preparation than that of school teachers and an expert understanding of the aims and objectives of teacher education and of the curriculum and methods best suited for achieving these objectives.

To my mind, the single most important factor responsible for the poor quality of teacher educators—and, therefore, of teacher education—is the miserably poor salaries that are offered in most teachers' colleges, in some of which they are on a par with the grades of salaries of freshly trained graduate teachers. At best, they are on a par with

the salaries of lecturers in liberal arts colleges who are not required to have any professional preparation nor any previous teaching experience. I am certain that the quality of teacher education in our country—and, therefore, of teaching in our schools—will not improve unless a serious effort is made to staff our teachers' colleges better than they are at present. It is a truism that teachers in the nation's schools will always reflect the quality of their teachers in the universities and in the teacher education institutions. It is imperative, therefore, that these institutions have teachers of the highest competence and professional enthusiasm. At present, unfortunately, the salaries of teacher educators are such as to jeopardize the future of teacher education because they will not attract and hold a sufficient number of competent people. The salaries should be such as (i) provide recognition of the preparation and professional competence of the teacher educator; (ii) compare favourably with those in other fields of like preparation and ability; (iii) make it unnecessary while teaching to supplement incomes through other pursuits; and (iv) relieve to a reasonable degree the pressure to accept higher salaries in other positions. An altogether new and more realistic approach in regard to rank and salary needs to be adopted in order to secure and hold competent people in teachers' colleges.

Overemphasis on Theory

A second problem in teacher education at the Secondaay school level is the overemphasis on theory. There are two factors responsible for this state of affairs: (i) the reluctance on the part of the universities to allot a higher percentage of the total marks to practical work and to internal tests and examinations and (ii) the nature of the external examination. In the preparation of teachers, educational theory is evidently and certainly of the highest importance; but it is my belief, based on long experience, that both the teaching and the study of educational theory is adversely affected by the practice of having a prescribed curriculum and an external examination. I do not mind the scripts of the candidates in the theory papers being examined by external examiners, if that is thought to be necessary for the maintenance of standards; but I feel that the teachers teaching the various subjects should have a hand in the setting of the papers. This would give them the necessary freedom to reorganize the syllabi as they think best and to employ methods of teaching other than lecturing, such as seminars, assignments, symposia, etc. To-day, there is too much of lecturing, and teachers feel reluctant to use other methods because both they and their students are concerned primarily about preparation for the final external examination in theory, which is not only unduly overweighted but also has a character that leads students to adopt a particular type of bookish preparation. If the step advocated by me—that of associating the teachers concerned with the setting of the final examination papers—is thought to be too radical, I would plead that at least 50 per cent of the marks for the theoretical part of the course should be reserved for internal evaluation. I hope, however, that the day will soon come when teachers' colleges in this country will conduct their own examinations and award their own diplomas. Such a situation might compel them to improve their own offerings in order to gain the recognition of the agencies that employ their products. To-day, such recognition is, on the whole, poor. It is not uncommon, even, to find trained teachers who are not enthusiastic supporters of teacher education. All this is so because of the highly theoretical and unrealistic nature of the training provided in the vast majority of our teachers' colleges in some of which even to this day the teachers resort to dictation of notes aimed at assisting the students to pass the examination.

Preparing for Service

A third problem arises from the inadequate interest generally taken by schools and teachers in service in the pre-service

preparation of teachers. I have no doubt that there is room for more enthusiastic and more effective collaboration on the part of practising schools to which student teachers are deputed by teachers' colleges for their practical training. The period of practice teaching could be made a period of real apprenticeship for student teachers, if the Heads of these schools and the teachers to whose care the students are entrusted became more alive to their responsibilities in this respect. It has often been suggested that such teachers should be remunerated for their special services; but it is doubtful whether any significantly substantial enthusiasm could be whipped up merely by the payment of an honorarium. A great deal, in my opinion, depends upon the attitude of the Head of the school himself. If he is vitally interested in the work of teacher education and in the work of the teachers' college, it should not be difficult for him to provide the kinds of facilities that would give the student teachers entrusted to his charge the types of experiences they need for their professional development. However, in this regard, the value to a teachers' college of a campus laboratory school cannot be gainsaid. Such a school is specially valuable for providing opportunities for observation of progressive practices, for experimentation with and demonstration of new techniques, and for giving student teachers clinical experiences. In this country, unfortunately, very few teachers' colleges have demonstration schools attached to them.

I shall briefly refer to one other problem with which teachers' colleges are faced. It is the inadequate preparation of large number of university graduates for Secondary school teaching. Except for M.A.'s who are appointed to teach only one subject at the Higher Secondary school level, others are required to be properly equipped for teaching at least two subjects; but a large percentage of them have not achieved a sufficient mastery of two subjects to be able to teach them confidently and effectively. This is specially true in the case of English and Hindi. Candidates for admission to teachers' colleges who have graduated in such subjects as Philosophy or Psychology present an equally difficult problem, although a knowledge of these subjects is helpful to them in the general courses in Educational Psychology and Principles of Education. A dearth of graduates in Geography is another problem, and so is a dearth of candidates who have graduated in Commerce who are generally attracted to positions in commercial enterprises. With the introduction of Social Studies and General Science as core subjects in the reorganized Secondary school curriculum, we find ourselves faced with the problem of finding teachers who are competent to teach these subjects.

If these difficulties are to be resolved, the universities will need to keep in mind the needs of the Secondary schools in organizing their curricula, and the various faculties in the university will need to collaborate very closely with the faculty of education in this respect. There is one other way in which these difficulties can be met; and that is by instituting concurrent courses of general and professional education for teachers after the completion of the Higher Secondary school. Besides facilitating the provision of the right type of courses in the subjects of the school curriculum, such a concurrent course extending over three or four years would draw to it young men and women who are really interested in teaching as career, which cannot be said to be equally true about the people who are now entering the teachers' colleges. It is time that we began experimenting with this system of concurrent general and professional education for teachers which is the general practice in Russia and is also the predominant system in the United States. I understand that the University of Kurukshetra is about to embark upon this experiment. Teacher educators all over the country will certainly watch the experiment with interest and sympathy.

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THERE ARE SEVERAL ASPECTS of pre-service teacher education which clamour for attention in our country. Practice teaching is one of them. This may not be considered as the most important aspect; but it is undoubtedly a very significant element in any programme of teacher education. It has presumably the greatest functional value. For, the objectives of education are not likely to be achieved so much by the theoretical knowledge a teacher possesses as by the skill he has in providing learning experiences to children. It is a general complaint that trained teachers do not in practice fare any better than untrained teachers. There is probably some truth in it. It is mainly due to the fact that practice teaching does not receive as much attention in the programme of teacher education, as it deserves.

In order to organize practice teaching effectively certain problems have to be solved. It is, however, not possible to discuss all the problems relating to practice teaching in this short article. So here the discussion would naturally be limited to only a few of the major ones.

Extend the Training Period

Inadequacy revealed in the skill of teaching is mainly due to the fact that the time devoted to practice teaching is woefully insufficient. In an average teachers' training institution offering one year course after graduation there are hardly two hundred working days. A greater part of this period is spent on covering the theoretical portion of the course. Consequently, the programme of practice teaching has to be rushed through hurriedly in a month or two. Under such a condition it is obvious that prospective teachers cannot attain an adequate grounding in the art of teaching. The situation becomes almost scandalous, when the teachers under training are found deficient in their knowledge of the subject matter they are expected to teach. This problem can be met either by extending the period of training after graduation to two years or by instituting a four-year teachers' training course after matriculation, as is the practice in the U.S.A. and some other countries. The former proposal may not find favour with the persons concerned under the present circumstances, but the latter can be seriously considered, as it does not involve in fact any increase in the total period of education of prospective teachers. During this period of four years, the trainees can be provided with adequate learning experiences in the area of principles of education and techniques of teaching, as well as sufficient grounding in the subject matter fields; and the duration of practice teaching can also be extended to six months or even more to equip them with the necessary skill in teaching. If this proposal cannot be put into practice all at once, the period of the already existing two-year course after matriculation may be extended to three years in the first instance and to four years later, when the requisite conditions are obtained. Even if the current practice of providing one year training after graduation remains unaltered, the duration of the period allocated for practice teaching should be increased to the maximum extent possible. The theoretical content of the course in that case instead of being treated separately will have to be integrated with the practice teaching as far as possible.

Close Relationship and Coordination

Then, certain problems stem from the nature of the relationship between the teachers' training institution and the practising school. If these two institutions are run under different administrations, they may at times work at cross purposes, and consequently the work of

practice teaching would suffer. In view of this, the ideal situation would be the one in which the practising school is an integral part of the teachers' training institution; and the former is run under the direct supervision and control of the latter. For in that case, it would be possible for the teachers' training institution to demonstrate and practise the worthwhile techniques of teaching and principles of education in the practising school, where the staff of the former could guide and help the latter in planning and executing its programme. The student teachers would thus have opportunities to observe and participate in the working of the school both in terms of teaching methods, and school organization on progressive lines, before they actually begin their own practice teaching.

Another set of problems are related to the planning of practice teaching programme by the individual student teacher. It is felt that much of bad teaching done by student teachers is due to careless planning of units and lessons. This defect can be removed to a considerable extent, if they are given necessary guidance in this work by the teachers concerned both of the training institution and the practising school. For this it is essential to allocate sufficient time for conferences between the teachers and the trainees both individually and in groups, so that the learning experiences to be provided for children during practice teaching may be well-planned and systematically organized. Such an arrangement would, however, be possible only when the curriculum of the practising school is pretty flexible. In case the curriculum is rigid, the task of planning meaningful units of teaching becomes very difficult indeed; and one can at best plan discrete lessons having little coherence among them. Allowing a certain measure of freedom in selecting learning experiences for children, the curriculum can be developed into correlated units of teaching under the guidance of experienced teachers.

Even after the student teacher has planned his units of work carefully, he continually needs assistance and guidance in performing his job. This cannot be done without good supervision which is a very skilful and time-consuming task. The instructors of the teachers' training institution are not by themselves equal to it owing to their being preoccupied with other duties. They can at best supervise practice teaching only occasionally. It presents a problem of how to provide guidance to the student teacher in his day-to-day work. This problem can be effectively solved, if the cooperation of experienced teachers of the practising school is enlisted in the matter. In the first place, it is much easier for them to supervise and guide, as they are on the spot. Secondly, they are more competent to do so because of their actual teaching experience and understanding of the children. For systematic guidance it is essential to arrange meetings of student teachers with them regularly. They may also help the training institution in evaluating the day-to-day performance of student teachers.

Co-curricular Activities

A programme of practice teaching should not be limited only to giving a few lessons in the subject matter fields. It ought to include also participation in and organization of the co-curricular activities by the student teacher. This is necessary for two reasons. Firstly, every teacher is expected to organize some of the co-curricular activities in the school, because they are now regarded as an essential part of education. Therefore, he must be given opportunities of learning how to organize them during his training. Secondly, by organizing and participating in co-curricular activities of children, the student teacher would be in a better position to understand children and establish rapport with them which is so esssential for successful teaching. Thirdly, it could serve another important purpose. Through organizing certain activities, for instance, celebration of national and seasonal festivals, the school annual function, etc., the

student teacher would come in direct contact with the parents and guardians of children and other members of the community, who are invited to the school on such occasions. This would lay a basis for mutual cooperation between the school and community in general and the school and home in particular. The experience thus gained would prove useful to the student teacher later on as a full-fledged teacher.

The student teacher should also be provided with opportunities to have some experience of class management and school organization. One aspect of this matter demands special attention, namely, the maintenance of various kinds of registers and records, particularly the cumulative record. It is a general charge against teachers' training institutions that often their alumni do not know how to keep school records, which every teacher-in-service is required to handle. It is, therefore, desirable that student teachers should learn all essential things about how to manage a class or organize a school. This can be accomplished best under the guidance of class teachers and the Headmaster of the practising school.

To sum up, the most crucial problems concerning practice teaching is to provide varied experiences described above to the student teacher over a longer period of time than what is allowed at present. For this the entire teacher education programme should be reorgnized and a practising school run under the control of the teachers' training institution.

III

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THE PROFESSIONAL PREPARATION of Secondary school teachers in India has been receiving the importance it deserves in recent years. The Union Minister of Education and the Educational Advisor to the Government of India are both specialists in teacher education and have spent a number of years as Principals of Teachers' Colleges. This by itself is an achievement of teacher education and also a matter of great consequence to teacher education in the country. That the problems of teacher education have come to the focus for discussion and solution in recent years is evident from the many new programmes pursued by Teachers' Colleges in the country, programmes which are different from the routine training and certification of 'deputed teachers' to which alone the vast majority of them were accustomed in the past. The Extension Services with their rich programmes for the in-service training of teachers in over 50 Teachers' Colleges and the research projects worked by about 40 such Colleges show the broader function of teacher education that has come to be accepted in the country. The problems that face teacher education in India are many and it will need the work of many enthusiasts for some more years before we shall catch up with the advances made in the field by the progressive countries of the West. An attempt is made here to discuss one of the most important problems of teacher education the solution of which is an imperative need.

Wanted? Good Teachers for Multipurpose Schools

Perhaps the most pressing among the problems of preparation of teachers in India today is the training of teachers of our Multipurpose schools to teach practical subjects like Technology, Commerce, Agriculture, Home Science and Fine Arts. The opening of Multipurpose schools is the most important programme in the present re-organisation of Secondary education in the country. The vast majority of teachers who teach

the practical subjects in these schools are raw and untrained. The Multipurpose schools from which we expect far-reaching results will cause sad disappointment unless the problem of the professional education of their teachers is tackled without delay. There is no denying the fact that we have an inadequate field from where to pick and choose persons to teach practical subjects like Technology, Commerce, Agriculture, Home science and Fine Arts. In arranging for a programme of the professional preparation of these teachers, the difficulties of recruitment of staff to replace them during the period of training cannot also be ignored. How best can the problem be solved ?

In the present circumstances, the training programme of teachers of practical subjects has to be accomplished at two different levels. Teachers who are already at work and who cannot be released for a year to undergo a full course of teacher education may be given a short-term course of training. This programme spread over six or seven weeks during the summer vacation should include the irreducible minimum courses in educational psychology, general methods of teaching and evaluation and also some of the problems of teaching the practical subjects. Such short-term courses will have to be provided by Teachers' Colleges in collaboration with Colleges of Engineering, Commerce, Agriculture, Home Science or Fine Arts. Some attempts have been made by the All-India Council for Secondary Education to run such short-term courses. These attempts have not been adequate. Even otherwise these short-term courses are good enough only for an emergency, because they touch nothing but the fringe of the problem of professional preparation of teachers of practical subjects. The few teachers who do have the benefit of the short-term courses should be given the full professional training as soon as circumstances permit their deputation to the full-time courses.

Joint Enterprise

The provision of full-time courses in the teaching of practical subjects present problems that we do not come across in training teachers to teach subjects like History, Geography or Mathematics. The latter could easily be undertaken by the ordinary Teachers' College because we have the advantage of having Masters of Method in these subjects, books dealing with the methodology of teaching the subjects, teaching aids for the purpose and schools where practice teaching may be arranged for student teachers. We have not got as yet Method Masters who can deal with the methodology of teaching Technology, Commerce, Agriculture, Home Science and Fine Arts; books dealing with the methodology and teaching aids particularly meant for the teaching of these subjects are also scarce. There is need for a good deal of poineering work to be done in this field and in the beginning this pioneering work has to be done as a joint enterprise by Teachers' Colleges on the one hand, and colleges teaching the practical subjects, on the other. Thus a well-staffed and well-equipped Teachers' College can co-operate with an Engineering College or Polytechnic to train teachers of Technology; other Teachers' Colleges similarly placed can cooperate with Colleges of Commerce, Agriculture, Home Science or Fine Arts and can arrange between them programmes of teacher education for teachers of Commerce, Agriculture, Home Science or Fine Arts. In the early stages of the programme, the cooperation between the two institutions has to be intimate and intense. While Teachers' Colleges will be able to teach subjects like educational psychology, school organisation and general methods on their own and their counterparts are proficient in teaching the subject-matter of practical subjects, it will require a Master of Method of the Teachers' College, and a subject specialist of the Engineering, Commerce, Agriculture, Home Science or Fine Arts College to watch lessons together to evolve a methodology for the teaching of a particular practical subject. A similar approach alone can yield any fruitful results in the matter of preparing

teaching aids needed for the subject.

The All-India Council for Secondary Education at one of their meetings held two years ago set apart funds to finance centres which could work out such a co-operative endeavour—a joint enterprise between Teachers' Colleges and colleges teaching practical subjects to start full-time training programmes for teachers of Multipurpose schools. The matter unfortunately was later dropped in favour of the provision of occasional short-term courses. It is imperative for the success of our Multipurpose schools that some centres are started and put on a regular footing for the full-time training of teachers of practical subjects. Any short cut to this like short-term courses held here and there without the proper organisation and specialists will not justify our spending money on Multipurpose schools, because they will be run by teachers who will be professionally inadequate and ineffective. It will be more logical to slow down the programme of opening new Multipurpose schools till adequate facilities are made available for the training of their teachers.

What Teachers Dislike about Teaching

A SURVEY of 260 teachers in selected schools in Iowa and Missouri on the likes and dislikes of various duty categories showed the following results in regard to disagreeable tasks: The most disagreeable task was police-type supervisory duties, such as hall duty, study, etc.—more than 52 percent of the teachers listing this as one of the five duties they dislike doing. Thirty-eight percent listed extraclass duties such as athletic activities or music contests. (It is interesting to note that 90 percent of the high school teachers included this category.) A total of 37 percent listed routine clerical work as disagreeable, 29 percent listed janitorial or custodial duties, and 27 percent listed attending PTA and participating in other community affairs. Preparing, administering, and checking tests was disagreeable to 21 percent of the teachers.—Wray D. Silvey and Herbert M. Silvey in *High School Journal.*

Experience—The Best Teacher

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AMONG OTHER THINGS, one of the important functions of Teacher Education is to initiate a prospective candidate into the art of teaching. Thereafter it is left to him to improve his professional knowledge, while in service, by learning from his own experience, or by being benefitted by the experiences of his comrades in the field. A teacher, if he wants to be a teacher, has to learn and learn—sometimes to unlearn what he has learnt—throughout his life and there is no better teacher than one's own experience. I consider the education that one receives in a college of Education to be only introductory to what is in store for a meaningful teacher when he actually enters the profession. A teacher who is sincere about his profession always compares notes with his colleagues and comparing notes enriches, enlightens and widens his mental horizon. This is also what the Teacher Seminars organised by the Ministry of Education aim at.

I have been a teacher for over 14 years and by way of comparing notes I give below, in brief, a few of my personal experiences. These experiences were problems for me—life situations. I faced them as the occasion demanded or as I thought best in the interests of the students who were concerned or the institution to which I was attached. What has been done is done. The wisdom of the action taken has to be judged. I leave that to the discerning readers.

Wishing-the-Teachers Campaign

I was posted to a High School, a newly established institution in a refugee colony. The strength of the school was a little over 1,000 from Class V upwards. I was in charge of class IX. The atmosphere of the school as far as discipline was concerned was anything but wholesome. This created many administrative problems. French leaves, group walk-outs and class or school strikes were the order of the day. Students never wished their teachers and a few of my colleagues were more concerned about this than anything else.

One day, while out on a picnic, the students of my class were discussing some important personalities. At a very hot stage of the discussion I put in, "Don't you like to be important?" All laughed and one boy with his mouth agape exclaimed, "We", and he laughed a hearty laugh and so all laughed. "Yes, you Narender, you, even in small things and within our limited sphere too". I gave them a good talk illustrated with examples and stories and ended it by saying, "I know of one thing which if you do—of course it is insignificant but very good—will make each one of you, my class as a whole, well-known in the school. But I wonder if I should tell you that." "Do please, Master Jee! we promise we will work out that", shouted the boys. I held my cards and like a quacker mystifying his audience while selling his wares—this is what I actually did and many of the readers may not like this—I kept them in suspense. At an opportune moment I explained to the boys that since nobody in this school wished each other on coming to the school, we should start the school day by doing so. One cat was out of the bag and that too an ordinary one! A few took it as a joke even. I was not disappointed and soon brought it home to them and I succeeded. They promised to wish each other.

The next few days were in a sense interesting. I found two boys were determined to carry out the decision with impunity. They started a campaign of wishing each

other and did so time or no time or out of time. Having spotted them out I spoke to them in all sincerity and in private. This went home. They gave up playing the mischief and the habit of wishing each other in the right sense got conventionalised.

In our next meeting while thanking the boys I explained to them the other step in our adventure—that of wishing the teachers—and its significance. I quoted episodes from the lives of Bhagwan Shri Ram and Shri Krishna and their relations with their teachers. Encouraged by the success of the previous step, the students agreed to work out the plan as discussed by me with them the first thing next day.

Next morning when I entered the Principal's room I was shocked to see a student of my class trembling and weeping in a corner held there by red hot devouring eyes of our Drawing teacher, who with a stick in his hand was threatening him with all his might. I found out that the boy had received a good deal of thrashing and the teacher was now waiting to lodge a complaint with the Principal. The cause of the tregedy was "wishing-the-teacher" campaign introduced by me. The Drawing teacher was the first to come that day and six or seven students including this boy had wished him. Since we were not in the habit of being wished, and it was so unexpected, he thought the boys were making fun of him. While the other students had made good their escape, this boy was caught...

The Principal came. I explained the whole position and our joint campaign of wishing the teachers. The understanding Principal kissed the boy, went to the class and there appreciated our intentions. He wished others would emulate us.

Thereafter the boys of the whole school also started wishing their teachers though slowly and shyly. The teachers were satisfied and the Drawing teacher pacified.

A Lesson in Satyagraha

The scene now shifts to a Rural High School. I was incharge of class X. It was a small institution with well-behaved studious boys. One of my colleagues, the second-in-command, was doing some money-lending business—lending money to poor farmers who would daily flock to the school. Inside or outside the class the money-lending business, settlement of accounts etc. would go on. All knew it. The Headmaster was aware of this. But the second master was an important person and a near relative of the Manager. A protected dignitary!

He was taking Mathematics with the 10th class. The matriculation examination was drawing near, very near and the students had barely covered one-third of their course. Many a time the students expressed great concern; a few who were of the nervous type even wept. It was a strange situation.

The Headmaster was waiting for reason to dawn on the teacher. The students grew anxious. There were whispers which led to complaints and when these were not attended to, restlessness made them mutinous. One day a student came to me late in the evening and reported that all the 10th class students had decided to go on a strike the next day and they would meet the District Inspector who was on the same day visiting another school a few miles from ours. The situation was definitely serious, more so because the Headmaster was out of station. To report to the second teacher would not help matters. So with the help of my boy reporter I managed to collect about 20 students out of 30 in the class. I heard them. They were right. They wanted somebody to teach them Mathematics to cover the course. (I would have helped the student myself, but I was weak in the subject and the students knew it!) I found the students determined to go on a strike that would be disastrous for the school, for the boy, for the second teacher—for everyone. It might pave the way for further indiscipline. I gave this some thought. I explained to the students the full implications of their move and what might follow, and suggested the following way out as a less harmful alternative.

"....Tomorrow in Mathematics period keep standing in the class, all of you, until the teacher comes but while standing you should go on working on some problem or the other. The moment the teacher enters the class, sit down and be attentive. The moment he tries to leave again stand up and keep standing till he does not return. The moment he leaves the room or does not teach, you repeat this, but say not a single word. He might beat you, do not mind it; you should sit only when he begins to teach............"

We also had a mock rehearsal, I acting as the teacher. It was splendid—real fun, a diversion which smoothed down their temper. The Headmaster was coming the next day. Till then I had controlled the situation. We dispersed very late in the night all happy, excepting myself. The experiment might not succeed. The situation may go out of control. Who could predict when and where adolescence rules!

Full of forebodings, I entered the school next day and found the boys smiling but quite serious. A few winked at me as if we understood each other. The worst was they considered me as one of them. I accepted the situation.

Fortunately or unfortunately the Headmaster was expected to come to the school a little late. The fateful period came. I was on the back verandah just near the classroom anxiously waiting to see the play being enacted.

The boys played their part well. The teacher was furious, frothing and fuming. He beat a few and then in disgust left the class. The boys followed him saying respectfully, "Please teach us." A few teachers out of curiosity met him outside and wanted to know what had happened. The students kept mum and the teacher, well, what could he say? Probably he felt the boys were right and that he was wrong. He went back to the class The boys followed him......

There was nothing abnormal when the Headmaster came to the School. I told him everything and how I had controlled the situation. He thanked me. The thanks were sincere.

Segregating the Super-normal

The District Commissioner's son was a problem child—quite mischievous. He was reading in class VI and was a terror there. He would always do the unexpected. He did not spare the teachers even. The funny part of the whole thing was that after the event he wore an innocent look. The teachers, one and all, were against him. We could not beat him—he was a D.C.'s son. Reporting to his father was out of the question. This issue was raised in the teachers' meeting and the gravity of the situation impressed on the Principal. The Principal felt intrigued as well as amused and promised to look into the matter.

Adjacent to the Principal's Office was his study-room. A few days after the meeting I had to see the Principal. The nature of the job being of an immediate nature I had to see him in his study. To my surprise I found the D.C.'s son in a corner of the room immersed in solving some problems while the principal was reading some periodicals. After I was seated the Principal asked the boy to go out and enjoy recess. He then spoke to me, "The boy is very intelligent, above the average. He has a quick grasping power and a remarkable memory. What you (I mean all his teachers) teach in the class is suited for a boy of average intelligence. This boy feels bored at what you teach for either he knows that already or understands what you have to teach immediately, and by the time others follow you he feels bored. When I asked him why he did all these things he replied, 'I can't help it! I have nothing else to do.' For the last 15 days he has been with me and no trouble at all—he receives the mental food that he needs".

This was a lesson for all of us.

Defects in our system of

POST-GRADUATE TRAINING IN PHARMACOLOGY*

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IN THIS AGE OF EDUCATIONAL EXPERIMENTS, the Medical Council of India is for the most part, stolidly conservative. This Council has a considerable burden of responsibility and is provided with some power to enforce its will. The Council is essentially a conservative body of elders. Age frequently confers wisdom but it is not so often characterised by enterprise and adaptability needed for radical innovation. If any school is going to try any innovation, it is going to fall foul of it. The British Medical Council has therefore from the beginning disclaimed any idea of forcing uniformity but it has adapted the expedient of issuing from time to time certain recommendations. It gives freedom to various medical schools to develop its own ideas. I strongly feel that freedom to various schools in India to develop their own ideas is essential and conducive to good research and post-graduate training.

Achieving the Object

The object of post-graduate training and research in Pharmacology is twofold: (1) to improve the health of the nation by preventive and curative methods and (2) aggressive and organised attack upon areas of ignorance and the advancement of knowledge. To achieve this objective the following questions regarding the trainees, their training and work must be suitably answered:

1. What kind of men will the trainees and the workers be ?
2. What will they contribute to the science of Medicine ?
3. What will be the relation of the post-graduate work to practice and teaching of Pharmacology ?
4. What is the role of the teacher scientists in medicine ?

What kind of men will they be? I would say if we desire a great research we should get the best men. Once a director of a foundation was asked what he sought first in determining the potentiality of a young worker. His thoughtful and incisive judgement was immediate and unhesitating, "I look for a great soul!" Today we have the same question before us. Have we got the best men in the field ?

We teach Pharmacology in medical schools of India. The qualifications of a post-graduate teacher and student are rigidly laid down by the Medical Council of India. A teacher should be a medical graduate with post-graduate training in Pharmacology. As you all know, our branch of science has grown tremendously and is a dynamic science as a result of fundamental contributions, that have opened up new horizons in men's eternal quest for more basic knowledge about the constitutions and welfare of human beings and mechanism that underline the multiferious and highly complex processes of life by men from various fields of biological and physical sciences like Physics, Electronics, Atomic Sciences, Chemistry, Physiology, Pathology, Bacteriology etc. The regulations of the Indian Medical Council rule out the inclusion of the best persons from these diversified fields and these persons are not eligible for post-graduate training and teaching posts in Pharmacology.

A medical graduate no doubt has an overall grasp of general problems of medicine, yet we have not till now given

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a real thought as to how poorly we are equipped and trained to carry on investigations in the specialised field of sciences. An investigation dealing with electronic brains, high energy accelerators amplifiers or condensors may be thoroughly unreliable and useless if not properly conducted by a man in highest training in that branch of science. His exclusion from training in Pharmacology is a national loss.

One suggestion may be that he may be included as an assistant. With this argument we stand in danger of believing that money can produce a dozen Einsteins or a statellite more impressive than sputnic. A servant cannot be the best scholar. If he is not a free individual working with his own steam of ideas, and is not working on a problem in which he is interested, he will not produce his best. The most important question is 'Do we get the best men out of the medical graduates'. The answer is a definite 'No.' Most of the present pharmacologists are disgruntled people who could not find a standing in competitive fields of clinical subjects and as a second report have stuck up in Pharmacology. Yet this by itself is no criteria that they will not be best in time to come in Pharmacology.

Value of Degrees

The other factor that has effected the quantity and quality of research is post-graduate degrees and the values attached to it, and the permanancy of jobs. In India, the post-graduate qualified man thrives on his previous work, degrees and qualifications. Larger the number of degrees (although of equivalent value and obtained after repeated failures), the man is pushed with a cushy job with a permanancy after a year or two. Now let us analyse the values of these degrees. They are usually obtained after a thesis or theory examination. Some universities do not even require a thesis but only a dissertion. The thesis is a subject given to him and not asked by him and the worker is daily guided regarding the number and type of experiments for six months or one year. He himself does not have an active interest in the subject from the beginning and he usually covers the subject while writing the thesis. Is this method of guiding thesis conducive to preparation of a candidate capable of carrying on as an independent investigator ? Many of these spoonfed post-graduates, having got an independent chance find themselves in wild seas and the type of research and productive work done by them is of very poor merit.

The theory examination again requires re-evaluation. The division of subject in Pharmaceutical Chemistry, General and Applied Pharmacology etc. probably has no meaning. The present system of medical examination requires memorisation and reproduction of the subject at the time of examination. We as teachers must admit that we do not profess to know every thing in the subject : I strongly feel that by putting candidates to theoretical examinations, we are loosing a good time which could have been more profitably utilised otherwise. The worth of the candidate is known by his intelligent understanding of the subject—critically and logically—and grasp of the new situations and his ability to meet them, and not by memorisation and reproduction.

Before a post-graduate student is admitted he must have a period of probation and acclimitisation to the subject and the department. We must give him time and resources, prestige and compensation, and the assurance that stands besides him—a loving teacher, who gives full credit and admiration to students' good qualities and who is not ready to grab his work under his own name. The teacher should size the students regarding their love for learning, their capabilities for hard work, honesty of purpose, reliability and knowledge of fundamentals of investigations. If a post-graduate student has no problem of his own or cannot find its solutation, he will never be a good independent worker. Too much importance has been laid on learning of techniques. It must be emphasized that techniques are slaves to the objects in view and the problem and the way of thinking. Each technique has been fully described in

literature and within a few attempts a good technician should be able to work on it. A good worker or trainee should be a good reviewer rather than a reproducer of the subject. He should be an independent investigator with independent thoughts of his own—a literary man, a good artist and a good perfectionist.

We should realise the true values of degrees. A degree certifies that a man is capable of independent research. The values of degrees can only be judged by the quality of the work done by him after the degree. But unfortunately in India, degrees qualify a man for a post and subsequent productive work is of very little value. We must realise that permanancy of service and high values of degrees (more so if they are foreign) make further research work unprofitable. Static, stagnant life putrifies. It is the dynamism of competition and love of better posts in better equipped laboratories and fear of loosing the jobs by sweep of competition or low quality of unreliable work, or stamping the name on others' research work, that will make the research vital and progressive.

The effectiveness of a man may be multiplied many a time by utilisation of instruments and facilities. The administrations should realise that all the expenditure on staff, colleges and teachers are wasted if they cannot carry on research and teach the students. This raises the serious problem of finances and the workers should have the freedom to approach the industries, foundations and other financiers of research.

Freedom—Vital for Research

The final component of research, I would say is freedom. However great the man, however great the facilities, however generous the time allotted nothing commensurate with his best can be produced if the scientist lacks freedom—freedom from the University, the Medical Council and such other dictates.

My recommendations for better post-graduate training shall be :

(1) Introduction of basic degrees as M.B.B.S. or Ph.D. in Pharmacology as the basic degrees for staff and research workers in Pharmacology.

(2) Screening of the candidate's ability with a sort of probation period and preliminary examination.

(3) The candidate should have a problem of his own and should be able to publish it in his own name.

(4) Abolition of theory examination and encouragement of review and research papers.

(5) Sufficient freedom for the candidate to work.

(6) Abolition of the permanent post and creation of tenure posts with a guarantee that a good worker will be protected if he is productive.

(7) Taking up the posts in industry by senior teachers and recognition of post-graduate work in industries.

It is the law of nature that the work done by a man should fetch a reward and if that is taken as the final criteria, we in India should have before long an excellent team of workers ready for independent research in Pharmacology.

* Teaching others teacheth yourself—*Proverb*

AN INVENTORY OF TEACHERS' PROBLEMS

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THE STEADY DETERIORATION in the standard of academic achievement of our pupils, in general, has become a cause for great concern to all interested in the educational progress of the country. More often than not dearth of qualified teachers is considered as one of the major factors responsible for this deterioration. Taking this for granted, there is, however still another side of the picture. It seems reasonable also to believe that even those, who are already in the profession, do not, or better cannot, always work to the best of their abilities, evidently for reasons best known to them. Much of the deterioration, under consideration, could certainly be averted had these reasons been known and dealt with properly.

Plan of the Present Study

In the present study an attempt was made to collect pertinent information about the *most embarassing* problems of 88 Secondary school teachers, coming from all over a State in India, each of whom recorded his views independently and anonymously on a separate sheet of paper, later deposited with the investigator. These were then examined and the problems, thus revealed, classified as follows. The figure given within brackets against each problem, indicates the number of teachers reporting it. It will also be seen later in this paper that certain comments have been made on the findings and also several suggestions have been offered in the light of the problems, arranged in order of their gravity.

Problems Classified

A. *Some General Grievances :* (i) Poor salary, leading to private tuition to such an extent that hardly any time or energy is left for adequate preparation for class teaching (42) ; (ii) Non-availability of useful teaching aids in the school (39); (iii) Acute individual differences in the attainment level of pupils in the same class, rendering adoption of a suitable teaching method rather difficult (35); (iv) Heavy work load in the school, leading to fatigue and boredom (33); (v) Big size of the class, precluding the possibility of imparting necessary individual guidance to pupils (20); (vi) Unfavourable physical conditions of the class rooms and also of the school environment, leading to discomfort, inattentiveness and indiscipline among students (15); (vii) Want of useful reference books in the school library (13); (viii) Compulsion for teaching subjects in which they have no interest and also occasional demand for teaching subjects, distributed as absentee work, for which they have no necessary preparation (12); (ix) Low social status, due to poor income, wounding self-respect and causing dissatisfaction with work (10); (x) Irregularity in the payment of salary, aggravating economic stringencies (8); (xi) Short duration of class periods, necessitating hasty and thus inadequate treatment of a topic in view of the heavy syllabus (4); (xii) Feeling of insecurity in job and also want of prospects, telling seriously on motivation (4); (xiii) Frequent changes in the time-table, leading to loss of practice effect and thus causing much inconvenience (3) ; (xiv) Insufficient provision for leisure and recreation in the school, leading to weariness and monotony (2).

B. *Some Individual Problems*: (i) Lack of opportunity for intimate and prolonged contacts with pupils and their families, leading to imperfect understanding of the pupils' troubles and weaknesses (5); (ii) Monotony due to stereotyped

mode of teaching (5); (iii) Various family encumbrances (4); (iv) Example of less qualified people prospering more in life, leading to self-reproach, dissatisfaction and pessimism (3); (v) Narrow range of knowledge in certain subjects (2); (vi) Dissatisfaction with the standard of teaching in the lower forms; (vii) Lack of drawing skill, rendering illustration by sketches unsatisfactory or impossible (2); (viii) Ill-health (1); (ix) Frequent clash of ideas with other members of the family and also an unhappy conjugal life (1): (x) Frustration in other spheres of life (1); (xi) Lack of self-control, extreme nervousness and excessive emotionality, gravely affecting self-expression and adjustment (1); (xii) Stammering (1); (xiii) Inability to mix with very young students (1); (xiv) Difficulty in adjustment caused by Partition (1); (xv) Unsatisfactory living conditions (1); (xvi) Monotony due to teaching in the same school for a long period (1); (xvii) Difficulty caused by different methods of teaching by different teachers in the same class.

C. *Some Grievances Against Pupils*: (i) Inattentiveness in the class (15); (ii) Indiscipline and disrespect for teachers (14), (iii) Excessive examination consciousness, encouraging the habit of cramming and thus leading to the loss of original thinking (13); (iv) Frequent neglect of home work and usual lack of necessary preparation to be done at home (11); (v) Irregular attendance causing difficulty in understanding the lesson (4), (vi) Non-possession of text books (2); (vii) Lack of interest in certain subjects on the part of the students (1).

D. *Some Grievances Against Guardians:* (i) Lack of co-operation in the matter of guidance of their wards (13): (ii) Lack of adequate supervision of their wards' study at home (7); (iii) Guardians' practice of blaming teachers before their wards (2).

E. *Some Grievances Against Colleagues:* (i) Jealousy, unhealthy competition for cheap popularity among students, and want of team spirit (11); (ii) Depreciation and adverse criticism of honest work (9); (iii) Habit of secretly biasing the Headmaster or secretary against some of the teachers by concoction or misrepresentation of facts (2); (iv) Examples of insincerity, dishonesty and negligence of duties among colleagues, leading to undermining the sense of moral and social values (1); (v) Bossing by senior colleagues that affects the feeling of freedom (1); (vi) Under-estimation of the subjects taught by a particular teacher by some of his colleagues (1),

F. *Some Grievances Against Headmaster and Management:* HEADMASTER—(i) Bossing attitude (13); (ii) Unwillingness to co-operate (9); (iii) Differential treatment of the subordinate teachers and display of special favours to the selected few (3); (iv) Requiring teachers to work in an atmosphere of constant threat (3); (v) Lack of administrative capacity, rendering smooth work difficult (2); (vi) Display of special favours to particular students who thus feel encouraged to disrespect other teachers and create troubles in the class (1); (vii) Partiality particularly in the distribution of work among subordinate teachers (1). MANAGEMENT—(i) Bossing attitude (12); (ii) Indifference to any good proposal (9); (iii) Differential treatment and partiality in granting special favours (3).

Some Comments

A survey of the above list will show clearly that our teachers have a host of intensely felt problems that stand between them and their work. Some of these problems are clearly very general, some others are rather specific, while still others are of a personal nature. Although nobody will expect overnight solution of these problems, many of them can, it seems, be approached healthily by bringing about suitable changes in our attitudes and habits.

For instance, nobody denies that our teachers are ill-paid and ill-fed. However, considering the fact that this grievance of our teachers was not given any weight till the other day, its recent recognition; by itself, seems to indicate the beginning of a healthy move in the right direction. As regards social status of our teachers, we should also remember that it does not *entirely* depend on income. As Alexander

Scott (1957) suggests, much of it really depends on "the personal standards and integrity" of the teachers and also on "their attitude to their work and sense of responsibility towards their pupils." There can be no denying that even today we see some teachers in our country who are ill-paid yet held in high social esteem because they possess the qualities enumerated by Alexander Scott. It should not also be categorically stated that original thinking cannot be stimulated at all in our students under the present examination system. A little pondering will, it seems, convince us that still something significant can be done in this regard within the present frame work. Another general problem is that of students' indiscipline. In this respect parents should not try, as they often seem to do, to shift their share of responsibility on the shoulders of the teacher, who has also his share. Martha Shull (1957) has rightly said, "The conduct of boys and girls in school often reflects very strongly the effects of parental discipline. If some discipline is lax, inconsistant, or unduly strict it is likely to result in behaviour that school cannot condone." Nevertheless, in many cases the teachers also seem to overlook that indiscipline and unhealthy relation among themselves are also largely responsible for indiscipline among their students. We have heard teachers accusing guardians of non-cooperation. However, guardians also have their grievances againse teachers who, they say, do not, for example, take pains, in most cases, to correct home work of the pupils ; to send the pupils' answer scripts, duly examined, to their guardians for the latter's perusal ; and to take any measure to remove the deficiencies of their pupils, which they mention in the progress report, but seem to suggest that everything to be done in this regard rests on the guardians instead. We must also appreciate pupils themselves cannot be held solely responsible for their inattentiveness at home and school, which is due, in most cases, to such factors as absence of separate reading rooms ; want of useful help and supervision ; frequent demand on their study time by adults ; repeated appearance of the same teacher ; unsatisfactory rest pause and so on.

It is true that useful teaching aids and reference books are not always available in the school, but it is also true that in a considerable number of cases at least the few aids and books that are available are not always properly used. In many cases, we admit the physical conditions of the school are far from satisfactory and the teachers have really very little to do about their improvement. Nevertheless, we should also admit that still much can indeed be done by introducing small projects amongst students, like school-cleaning, rearrangement of seats, gardening, weeding the play-ground and the like.

The grievances against colleagues, headmaster and management, though mostly reflecting maladjustment in the persons concerned, are, none the less, serious enough in their social and educational implications and, therefore, should not be brushed aside as purely personal. It is also a fact that in many cases, though obviously not in all cases, grievances have a basis in reality. The bossing and bullying by high-brow type of people, already in the profession, may be due to their frustration in other spheres of life. If they are provided with opportunities for honest self-expression they may still improve.

Some Suggestions

Proper use should be made of the teaching aids and books available in the school. Many useful aids may be collected from Nature and many others prepared by teachers themselves with the help of their pupils. A list of useful aids in connection with each lesson should be prepared well in advance. A similar list should also be prepared regarding necessary reference books that may be purchased gradually and also systematically. Interchange of personal copies among colleagues, visiting local libraries and also libraries beloging to the neighbouring schools and consulting other books on the same topic will also be of

much use. Many of the above problems such as over-work in school, frequent changes in the time-table and the like, may be minimised if the school has an adequate and stable staff. Certain minimum emolument and regularity in the payment of salary and such other measures will, it seems, be useful in maintaining stability of the staff. Interesting and useful co-curricular activities may also be suitably incorporated in the time-table, particularly when there will be temporary shortage in the staff. Majority of the problems relating to the size and heterogeneity of the class may be ascribed to unjust requests from guardians in the matter of promotion of their wards to a higher class, financial considerations, competition with the neighbouring schools, irregular attendance of pupils, and the like. Obviously, therefore, something needs be done to ensure restricted admission, strict promotion, and regular attendance of pupils. Individual guidance to students outside the class as far as practicable, occassional discussions on common weaknesses in a general class, division of the class in homogenous groups in the teaching of certain subjects such as Mathematics, encouraging the spirit of mutual help among students, and adoption of effective teaching methods will also largely minimise the above problems. As regards the execution of the small projects, referred to above in connection with physical conditions of the school, guardians may be consulted and convinced, if necessary, about their usefulness. Many of the purely personal problems can be treated satisfactorily if adequate medical service and psychological guidance be provided for the suffering teachers. Many other problems may again be solved or at least simplified by introduction of various cocurricular activities and amusements in the school life; agreement among colleagues to follow only one method, that seems to be the best in the prevailing circumstances, in teaching the same subject in the same class; incentive and scope for wide and intensive study; intellectual discussions and seminars; and home visits by teachers. Awards of substantial monetary aids to poor and deserving students, presentation of extra complimentary copies of certain books to them, cooperation of publishers with teachers in this matter and the habits of interchanging books and reading in groups, if developed among students, will largely minimise the problems arising from non-possession of necessary books by certain students. In these days of democracy each member of the teaching staff in a school should be given to understand that he has something, however small, to contribute to the betterment of the institution. He should be given scope for sincere work and his honest efforts should be recognised and appreciated. All this obviously requires proper change in the outlook of teachers themselves and also in the outlook of the guardians and people in management. May we not be optimistic in this matter?

Our problems are *our* problems. We are their makers collectively, if not necessarily personally. Since they are our creations they can surely be solved by our own efforts. What we need is both personal and collective endeavours. Solution of these problems will, no doubt, be expedited if we learn to feel like this:

YOUR PROBLEM IS MINE AS MINE IS YOURS.

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GUIDANCE SERVICES---AN INTEGRAL PART OF EDUCATION

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GONE ARE THE DAYS when the society was very simple, the school curriculum more or less of a single pattern, the teachers and the pupils had close contact and the jobs were not specialised, the aim of education was to get employed for which there was no dearth. Now that the school curriculum has expanded throwing open a wide choice of subjects, the society has grown complex, the relations between teacher and the taught have become more remote, the youngsters have developed a more self-directive and independent attitude, the jobs have become specialised requiring specially trained persons, the need for careful selection of courses of study, information about the society and its structure, information about pupils to individualise instruction, the need for information to pupils themselves about themselves in right self-directive activities, the selection of jobs or career suited to one's aptitude, training and opportunities for development, have become almost essential if education has to be of real value to the pupils and the community.

Guidance for All

Thus guidance at every step in education and after has emerged out not only for restoring delinquent pupils to the status of good pupils but for all the pupils. Every boy or girl is entitled to have information about subjects, curriculum, occupational opportunities and requirements, assistance to meet personal problems and to make a choice according to his needs. Till a few years back our schools did not believe that it was the obligation of the school to advise its pupils regarding proper preparations for one or the other occupation in accordance with their special endowments or the vocational requirements of the community. A number of bright talents perish for want of guidance.

To-day young pupils have been asking questions like these—"When I stop going to school, shall I try to go to college ? What shall I do to make a living when I leave school or college ? What kinds of jobs are there in the world ? What am I best fitted for ? Shall I work in a factory, an office, a farm, or where ? How much money can I make ? What must I do to get on with my family ? How shall I find a job that I want ? What do I do if I do not like my work?" In answer to these questions our educational institutions even to-day say, 'Here are English, History, Mathematics, Science, foreign languages and the like ; if you are bright spend your years studying these subjects. This is our answer to your questions. Do this and all will be well. You will get your diplomas and then you will be prepared to take your place as responsible citizens. We have done our duty. Now you should do yours". Similarly we see parents asking questions like these—"Where shall I apply for my boy ? How much will the training cost ? What are the prospects ? Will he be able to earn a living at all ? What will be the nature of training and work ?" The school has no meaning or answer for such queries too and the parents have to grope in the dark.

Utter Despair

It is a pity to see the utter despair of our young men swelling the army of the unemployed. Of all the disadvantages

of prolonged unemployment in youths the worst are the disappointment and demoralisation which ensue on his forced idleness. Of what use is it to educate and train future workers without affording them an opportunity for vocational advancement. Guidance is the process of making an individual acquainted with the various ways in which he may discover his natural talents and use them for a successful life both in his own interest and that of the society. Thus guidance services such as testing and counselling should be available to every student in the school with a follow-up service when he has left the school.

The guidance programme should operate as an integral part of education on two basic assumptions viz. every pupil must take his place in society as a productive member; and every pupil needs to work for the maximum development of his capacity in accordance with a definite plan. These assumptions imply that every pupil should plan his school and community activities according to a definite pattern. The stress is not only to be given to a college career but equally also to those who intend to take up a line after the High or Higher Secondary school. The functions of a guidance programme may be enumerated as below :—

1. *A careful study of the individual*: Each individual has certain abilities, interests, personality traits, and other characteristics which, if put in the proper line, will make him a happier man, a more effective worker, and more useful citizen. Personal data about individuals is essential not only to acquaint pupils with their own characteristics but also to provide counsellors and teachers with a basis for assisting pupils to make wise choice, plans and decisions. The following two types of information about the individuals is needed :—

(a) Psychological facts describing his aptitudes, general intelligence, skills, interests and personality traits.

(b) Social facts relating to environments in which he lives and to his resources. Such facts, as the occupational level of parents so as to determine the vocational ambition and financial resources of the individual and the industrial and cultural resources of the home and the community, are needed to provide a frame work in which to interpret the psychological data.

2. *Providing information and experience*: For intelligent planning pupils need a background of information and experience. The guidance programme assists teachers in giving necessary information to pupils through the class room. In addition to this individual counselling, special group meetings, career day etc. could be organised.

3. *Counselling with individual pupils*: The direct effective way of a guidance programme is counselling with individual pupils. For this it is necessary to have adequate physical facilities and a competent counselling staff. The process of counselling is a face to face relationship between the counsellor and the counsellee in a planned private interview with a view to assisting the pupil to interpret his problem and to plan a course of action consistent with logical interpretations. The quality and extent of counselling service, which is the most direct and important responsibility of the guidance programme, will determine the success of the entire service.

4. *Placement in the next situation*: Placement provides the connecting link between the school and the next situation that the pupil is planning to enter. This includes placement on a job or in a technical college, arranging part-time specialised education or training etc.

5. *Follow up*: It is only through follow up counselling that the effectiveness of the school programme can be accurately appraised. Regular and accurate follow-up programme extended over a certain duration is necessary to judge the adjustment.

6. *Coordinating home, school and community influences*: As the guidance programme reaches the family, the adult, the school, the employer etc., it serves as a coordinating agency for the three important groups viz. the school, the community and the home.

7. *Research and study*: Research and

study are necessary to evaluate the work and evolve a better programme. No programme of counselling can be very effective until research studies are made. A better school programme can be evolved only through continuous research and study.

8. *Helping teachers*: The guidance programme can be a good help to the teachers in understanding their pupils by providing test results, help books, occupational data, results of pupils problems and needs etc., and by directing or assisting follow-up and other case studies.

Organising a Counselling Programme

It is the school administrator, be he a principal, Headmaster or director, who should take the responsibility for the programme of initiating it, continuing it and improving upon it. If properly worked out it will make the maximum contribution to the entire school programme contributing to the improvement of almost every activity in the school.

Counselling should be an allied service headed by a chief counsellor and assisted by a number of counsellors according to the size of the school. The service requires the cooperation of the entire school staff and no amount of specialised training on the part of a few will compensate for the failure of the assistance of the entire staff. It is desirable that every staff member should develop an appreciation of the functions and practices of the guidance programme.

The chief counsellor should prepare material for the counsellors, teachers and pupils, hold case conferences and should endeavour to draw community resources into the programme. He is to arrange for in-service training of the staff. For the counsellors it is essential to have some background knowledge as they are expected to do some spade work in order to be able to advise the pupils in the right way.

The first essential thing for the counsellor to know is the individual pupil with whom he is to work. The data about pupils to be counselled is the backbone of the guidance programme. The counsellor should understand the counselle's concept of himself, his inner conflicts, his suppressed desires and the reasons for his behaving in a particular way, his sense of responsibility, his initiative and leadership. A variety of techniques should be used for gathering dependable information in order to enable the counsellor to diagnose aptitudes, interests, motives, physical health, mental condition, emotional balance and other factors. For this purpose he is to collect certain items of information about an individual through a variety of tests, records, case histories, observation, interviews etc. on the following points:—

(i) Background data i.e. previous experience.

(ii) Health and physical data i.e. health record from earliest age, and general physical characteristics.

(iii) Psychological data i.e. results of different tests relating to intelligence, achievements, aptitudes and interests etc.

(iv) Social environmental data i.e. information relating to characteristics of family, neighbourhood and home, as also family's economic status and security.

(v) Activity and achievement data i.e. information about school results and extra curricular activities in the school and the community.

(vi) Educational and vocational data i.e. plans for education in and beyond high school, vocational interests and plans. This should also include information about the attitude of the parents towards education, their understanding of the aims and activities of the school, their opinions or prejudices about the social prestige attached to different occupations, their attitude towards their children's limitations as well as their talents and ambitions i.e. resources within them to develop their best potentialities.

Then comes the collection of occupational information and the various techniques of living that the students have worked out. The pupils at present as a general rule are uninformed about the nature and extent of the material of this kind. The sources of occupational information are books on occupations, catalogues of trade schools, business schools, information on vocational train-

ing facilities, information on opportunities concerning local, regional and national areas, printed and audio-visual literature, motion pictures and the film strips on vocations etc. Interviews with workers on the job, or job factor sheets are other sources of occupational information.

Next comes knowledge of cultural forces influencing young people to day, and the common pattern of behaviour and the common way in which students have successfully met difficult home, school or community situations.

Fourthly are the resources for personal development within the school and the community.

Interviewing the client is the most important part of the work of the counsellor, as it is on the result of the interview that the whole plan of counselling and advice is based. Thus the skill of the counsellor in conducting the interview is the determining factor. While conducting the interview a mutual coordinated relationship should be established. The main steps in interviewing are establishing, structuring, discussing the problems or problem, emotional release, development of insight, and positive planning and action.

The counsellor alone cannot take up this task without the active support and cooperation of the teaching staff of the school. The class room teachers are the necessary helpers. The occupational information is to be disseminated through his own subject by the class teacher. The daily association of the class room teacher with pupils affords him an opportunity to observe attitude, behaviour and special abilities that are essential to an understanding of the individual. The teacher thus is in the best position to help the pupils to evaluate their assets and limitations as every individual's assets and limitations are so peculiarly individual that no tailor-made advice can be parcelled out to every one.

The librarian can also be a great help by keeping an up-to-date occupational shelf and guidance material for use by the staff and the students. It is also his responsibility to discover new sources of printed material visual aids, charts and diagrams. He should be well aware of the functions and objectives of the guidance programme and be in a position to guide the staff and students in making selection for the right type of material relating to occupational choice.

The various methods of counselling techniques may be enumerated as under :—

1. *Career day* : A day to be observed periodically to discuss the various phases of career opportunities so that concentrated attention be paid to the subject.

2. *Career conference* : A number of guest speakers to be invited from various professional fields to talk on the careers in their profession and then answer questions from the students and staff on the subject. The counsellor can thereby bring his information on the subject up-to-date. He can also learn about the students' mind from the nature of questions put at that time to the speakers.

3. *Visits to places*: This is the painless way of getting students to absorb information about occupations. Visits offer them an opportunity to see, hear and smell the environment in which they will work. The counsellor or the teacher should preferably visit such a place beforehand in order to determine whether the visit will be useful and to select the important points for emphasis.

4. *In school training opportunities* : Some opportunities of practical experience of jobs should be provided in the school.

5. *Dissemination of information about opportunities of training and employment* : Besides the above methods of acquiring knowledge of the jobs, up-to-date materials about the jobs and careers could be made available for reading.

6. *Parents day* : It is very necessary to win the active cooperation of the parents in any scheme of vocational advice. Therefore, a parents day should be organised every year when an exhibition of pupils' records, the school library, motion pictures on choosing a vocation and a talk on guidance by the counsellor should be arranged.

Thus, if properly worked out, guidance

service can be an integral part of education to the benefit of the students and the community. In order that guidance work in every school is provided properly, a Guidance Council should be set up at the administrative headquarters of the State Education Directorate to provide coordination and stimulation. This council can also evaluate the programmes and point out the weaknesses in the school suggesting the needed changes in the curriculum and activities in the light of the requirements of the community.

Do You Know ?

- The output of graduates in teacher training in India has increased from 3,000 in 1950 to 12,000 in 1957.
- There were 1,099 teacher training institutions in India in 1957-58.
- Free education upto the Secondary stage is now provided to all school-going children in the Andamans and Nicobar Islands.
- Delhi University has decided to start with effect from June, 1959 evening post-graduate classes for the benefit of a large number of employees in the Central Secretariate and commercial firms.
- A sum of Rs. 1,131 lakhs has been sanctioned to the State Governments Central assistance on States' schemes included in their educational Development programmes for 1958-59.
- A scheme to provide medical facilities at a nominal cost to the teachers of aided Schools in Delhi is under the consideration of the Government.

THE DON OF THE DISTANT PAST

N.K. SUNDARAM, *M.A.* (*Madras*), *B.A.* (*Oxon*), Assistant Educational Adviser to the Government of India, Ministry of Education, New Delhi

YOU MUST HAVE HEARD about the *guru* of our olden days, the teacher who was responsible for the schooling of our forbears. What sort of a person was he? Not, in fact very much unlike the dons of Oxford and Cambridge at the time of their founding. He was a man of religion, at any rate, certainly not lay or secular as his modern successor. It only points to the interesting fact that learning in the old days had its roots in religion and philosophy. In ancient India, our *guru* was well-informed not only about matters of this world but also about the hereafter. He was a man of such vision and experience that he was even equated with gods. He would not teach any one unless he was specifically requested to do so. The intending pupil must have thirst for knowledge, otherwise the ancient Indian teacher would not think it worth his while to instruct him. If one wanted to gather knowledge, he had to go to the teacher reverently and ask him to teach. This was the only condition that was imposed on prospective pupils. The ancestry of the pupil was a minor factor, although, mind you, it was not altogether ignored. Listen to this story of a pupil called Jabala, who was born to a maid-servant. When he sought admission, the teacher asked him about his ancestry. Jabala replied plainly that he had not much to say on that subject except that he was born to a maid-servant. His teacher instantly agreed to take him as his pupil, as the latter had spoken the truth, although the truth was not much in his favour.

Again, the teacher did not make initial knowledge a pre-condition for the admission of the pupil into his fold. It used to be said that a teacher who could not teach the dullest student was a poor teacher. If there was nothing much about the student's performance to write home about, it was a point as much against the teacher as the student. When you remember that in those days there were 64 faculties of knowledge, it was not surprising if our ancients believed that there could hardly be a student who could not be educated in one faculty or the other. A famous Indian poet has said: "A teacher can teach a person who knows. He can even more easily teach a person who does not know. But God Himself cannot teach a man who thinks that he knows, but who does not know."

The pupils were to be completely obedient to their teacher. The idea was that only those who could obey could learn to command. This, of course, did not mean that the pupils' freedom was curtailed. Far from it. On the contrary, the pupils could ask any number of questions. For all this benefit of instruction, the pupils did not have to pay any fee. They were given books and food free of cost and, during the course of their instruction, they stayed with their teachers in what were known as *ashrams*. The teacher took individual care of the youths in his charge. The way he treated them showed no discrimination whatever, be the pupil a prince or a peasant. We have the instance of a poor *brahmin* known as Kuchela studying and working side by side with Lord Krishna in the same *ashram* and the teacher treated them alike.

If the students did not have to pay any fee, how were the *ashrams* run? Mainly through private benefactions from emperors and kings and other wealthy men. When the students had finished their course, they had to give a token fee to their teacher. Here again,

if a pupil was too poor to pay this fee, princes and princesses used to come forward and make an offer on his behalf to the teacher.

Each teacher had not more than ten pupils in his charge. This meant that he could come to know everyone of them very intimately. No wonder, in the old days the pupils more often mentioned the names of their teachers than their institutions. The lessons imparted to them were so firmly fixed in their minds as the personality of the teacher. The atmosphere of the *ashram* radiated an *ethos* of scholarship; teacher and pupil sitting together, asking and answering questions, with deep truths embedded in the minds of the learners by the repetition of memorable epigrams. Pupils learnt how unique was each individual in the universe of things and how both the Individual and the Universal were rooted in the Everlasting !

(*Courtesy : External Services Division, All-India Radio*)

• The world seldom notices who teachers are but civilization depends on what they do.—Lindley J. Stiles in *Wisconsin Journal of Education.*

EDUCATION *Today*

The Government of Bihar has sanctioned the following amounts for the current financial year for the development of Basic education in the State.

Basic Education in Bihar

(i) Rs. 2,63,000 to the Senior Training schools for the construction of hostel, purchase of land, furniture and books.

(ii) Rs. 25,000 for the publication of books relating to Basic education.

(iii) Rs. 1,47,150 recurring and Rs. 92,850 non-recurring for the development and expansion of the Government Basic schools under Second Five-Year Plan.

It has been decided that the students of the Sarvodaya schools in the State will have to pay school fees and the amount earned by their labour will be distributed among them for purchasing books, paper etc. It has also been decided to permit 15 per cent free studentship in these institutions.

A meeting of the executive committee of the Bihar Basic Education Board was held recently in which matters concerning the new syllabus of the Primary and Basic schools were discussed. The State Minister for Education presided.

*

The Government Post-graduate Basic Training College, Chandigarh organised a "Forum" on Basic education on October 1, 1958. Some eminent educationists participated in the Forum which was presided over by the Secretary to Punjab Education Department. The President said that Basic education as an educational philosophy had much to commend itself and that every effort should be made to fit it in the new Secondary pattern.

Forum on Basic Education in Punjab

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Under the Plan Programme for 1958-59, the Government of Mysore has sanctioned Rs. 70,000 for conducting Refresher Courses and Seminars of Primary Teachers at 80 centres in the State on an average of four centres per district. Each Centre will have 50 teachers for the purpose.

Primary Education in Mysore

The State Government has also accorded sanction to open 400 Primary schools of Basic type in the State and conversion of 400 existing Primary schools into Basic type.

A provision of Rs. 2 lakhs has been made under State Budget for providing midday meals for school children. The scheme of midday meals is mainly intended to improve the enrolment and attendance of pupils in the Primary schools to enable the implementation of compulsory education.

*

To meet the shortage of trained teachers, a Junior Basic Teachers Training school has been opened at Port Blair recently. The school has 20 teacher-pupils on the roll.

Education in Andaman and Nicobar Islands

A separate Senior Basic School for

girls at Port Blair and a Trade School with arrangements to provide vocational training were also opened in November, 1958. Twenty pupils have been admitted to the Trade school.

They are undergoing training in various calls such as carpentry, smithy, mechanism and coir industry. The duration of the course is two years.

*

Research Project in the Teaching of Indian Music in U P.

The Government Central Pedagogical Institute, Allahabad has taken up a research project in the teaching of Indian music to children at the Junior Basic stage. The Institute is experimenting to devise ways and means so that Indian music may be taught at the Basic schools on mass scale like other school subjects. It has started with one hundred students.

*

Scheme to Relieve Educated Unemployment in Bombay

Under the new Scheme of Relief of Unemployment among the educated, launched by the Government of India, 1500 posts of Primary teachers have been created for the opening of schools in school-less villages and habitations in the State. For the inspection and supervision of the new schools to be opened during the year, 30 posts of Inspecting Officers have also been created.

* * *

Problems of Audio-Visual Education in India

A two-day meeting of the recently constituted National Board for Audio-Visual Education in India was held at New Delhi on January 5, 1959.

Establishment of the National Institute for Audio-Visual Education, schemes to be included in the Third Five-Year Plan, establishment of an Exhibition Unit in the Audio-Visual section of the Union Ministry of Education and a review of the progress of various schemes of Audio-Visual aids were some of the important subjects discussed at the meeting.

Several measures to popularise and organise Audio-Visual Education on sound lines were also discussed by the Board.

Some of the interesting proposals relate to organising Audio-Visual Education Weeks in different parts of India in order to acquaint the teachers and public with Audio-Visual aids and make them popular, and consideration of providing suitable training in using Audio-Visual aids by different personnel engaged in health and social welfare problems.

*

Model School for Blind Children at Dehra Dun

The Union Ministry of Education opened a model school for blind children at Dehra Dun on January 4, 1959. This school forms part of a larger scheme to establish the National Centre for the Blind at Dehra Dun.

The Model school will eventually be a full-fledged Secondary school for blind boys and girls with a Teachers' training Department attached to it. A beginning is being made with the establishment of the Kindergarten and Primary Sections to which admissions will be open to blind children between 5-11 years of age.

January 4, 1959 is also a day of special significance to all those who use the sense of touch as a means to knowledge. This day marked the 150th Birth Anniversary of Louis Braille, a blind citizen of France who perfected the system of embossed writing, which has been named after him. But for this system the portals of knowledge would have been virtually closed to the blind.

* * *

Secondary Education in Andhra

Seven new Government Middle schools in Andhra area, and five new Government Middle schools for girls in Telengana area have been recently opened. More-

over, the State government have sanctioned the conversion of nine High schools into Higher Secondary schools during 1958-59 at an estimated cost of Rs. 90,000.

In order to improve the teaching of Hindi in Secondary schools in Telengana area 90 qualified teachers were appointed in High and Middle-cum-High schools and 50 in Middle schools and Primary-cum-Middle schools. Also Hindi books were supplied to 211 schools in all.

*

Refresher Courses for Teachers in Delhi

Refresher Courses in Chemistry and English were organised for the Higher Secondary School teachers in collaboration with the University of Delhi. Each Refresher Course was of one month's duration and classes were held for two hours in the evening every day. Forty teachers participated in each Course. Another Refresher Course of three months' duration has been organised by the Central Institute of Education in physical education.

*

Third All India Science Teachers' Conference

The Third All India Science Teachers' Conference was held in New Delhi from 24th to 26th December, 1953. Dr. K. L. Shrimali, Union Minister of Education inaugurated the conference.

In his inaugural address, the Minister underlined the importance of science in the improvement of the community and pleaded for the forging of a link between the community and laboratories.

The Conference recommended to the Government allocation of more funds for science clubs so that every school had a club by the end of the Third Plan period, and organisation of science fairs to stimulate the students' inventive and practical faculties. It stressed the need to strengthen training programmes for science teachers and for research in school science. The proposal to reform the examination system was also welcomed by the Conference in one of the resolutions.

*

All India English Teachers' Conference

The necessity of giving English an important place in the curriculum of studies, because of its indispensability in scientific and technological studies, and its value as an international language was stressed at the ninth session of the All India English Teachers' Conference, held at Madras on December 20, 1958. The Governor of Madras inaugurated the Conference, which was attended by about 200 delegates from all over the country.

*

Annual Conference of Principals and Divisional Inspectors of Schools in Punjab

The Annual Conference of the Principals and Divisional Inspectors and Inspectresses of schools was held in the Government Post-graduate Basic Training College, Chandigarh on the 13th and 14th October, 1958. The State Education and Labour Minister inaugurated the Conference. The Minister said that the present educational system was "book-centred" instead of being "life-centred." He pointed out the need for starting summer courses and providing a second shift in the evening to meet the increasing demand of the people for education.

The Conference had a heavy agenda and some of the important problems discussed included: Maintaining discipline in the educational institutions, building closer relations between the teachers and the taught, creating interest in science and technology, promoting use of libraries, giving financial assistance to poor and brilliant students, and making sports compulsory.

*

Inspecting Officers' Seminar in Punjab

The Punjab Education Department arranged a three-day special seminar for Divisional and District Inspectors and Inspectresses of schools at Chandigarh from 9th to

11th September, 1958. Its objectives were to enable the inspecting officers to understand the education plan as well as their own role in implementing it; to enable them to understand the methods of compilation and consolidation of educational data; to provide them a refresher course so far as the techniques of inspection, assessment and guidance were concerned.

Thirty-seven inspecting officers attended the seminar.

*

Subject Teachers' Seminar in Bengal

A Subject Teachers' Seminar on Biology extending from the 30th October to the 8th November, 1958 was conducted by the Government Training College at Hooghly under the joint auspices of the State Government and the All India Council for Secondary Education, New Delhi. The participants numbering 22 were all from selected Higher Secondary Multipurpose schools. The Extension Service Department of this college also arranged a similar seminar of 10 days on Social Studies in November, 1958.

A Refresher Course in General Science was organised by the Department of Extension Services of the David Hare Training College from October to November, 1958. Thirty-one teachers from different districts of the State joined the course.

*

Seminar of Heads of Secondary Schools in Delhi

A Seminar of Heads of High and Higher Secondary schools of Delhi was held during the Autumn Break. The topics discussed included :

(a) Improvement of day-to-day teaching in the classroom under existing conditions; (b) Double shift problems; (c) Parent-teacher co-operation; and (d) Co-curricular activities in schools.

All the participants stayed at the venue of the Seminar and devoted their time in discussing their common problems under expert guidance of the educationists from Central Institute of Education and All India Council for Secondary Education.

*

School-Psychologists' Seminar in U.P.

The Government Bureau of Psychology organised School-Psychologists' Seminar at Allahabad in which school-psychologists from seven districts participated. The Seminar discussed various problems pertaining to guidance and counselling. It was generally accepted that the school-psychologists should take within their purview not only gifted students but also average students to enable them to be successful at jobs which are being created because of our Five-Year Plans. The school-psychologists were advised to study the latest literature on the subject so that they might equip themselves to do their job successfully and to reflect credit on the great profession to which they belong.

*

Madras Pilot Project Co-ordination Scheme towards Better Education

The Pilot Project Co-ordination Scheme launched a few months ago by Madras Government is increasingly gaining the sympathy and co-operation of all sections of society. Its main aim is to arouse in the common man an interest in Education. It also tries to convince the people that they need not always depend on Governmental authority to implement and develop educational plans. In order to tap the resources of the common people a comprehensive survey of the urgent needs of schools in a locality has to be conducted. Then the people are approached with a request to offer their help. A conference is convened in which Heads of schools, Block Development Officers, the staff of the Education Department and the members of the public participate. When the needs of each institution are

read out people spontaneously offer donations in cash and kind and promise to undertake improvement schemes, like construction of buildings etc. The response from the people after holding seven such conferences was very encouraging.

Eight more similar conferences have been organised since the end of August, 1958. The movement seems to be gathering momentum as the amounts of collections reveal.

* * *

Educational Research Bureau in Mysore

On the recommendation of the Educational Integration Advisory Committee under Second Five-Year Plan, an Educational Research Bureau has been set up by the Government of Mysore for undertaking the work connected with the improvement of curriculum, preparation of guide books, textbooks, and other educational problems. A provision of Rs. 1,25,000 has been made in the budget for this purpose.

* * *

Re-standardization of Intelligence and Arithmetic Tests in U.P.

The Government Bureau of Psychology, U.P. has recently taken up a major research project, namely: Re-standardization of Intelligence and Arithmetic Tests for students of 11 plus. Besides establishing fresh norms for these tests, the project is likely to throw valuable light on the educational, psychological and sociological conditions prevailing in Government Higher Secondary schools today as compared to those obtained in 1941 when these tests were first standardized. The tests were administered at 55 Government Higher Secondary schools by the Bureau, the five District Psychological Centres, 8 school psychologists and 40 teachers from the schools who were specially trained for the purpose. About 3000 pupils of 11 plus appeared in each of the two tests.

* * *

An Experiment in the Field of Education

Keeping in view the changing pattern of education in modern India, the New Progressive High School, Mehsana has embarked on a unique experiment in the field of education. It is the annual celebration of *The Saraswati Utsav.*

On the first day of *Navratri* the pupils themselves erect a temple of Goddess Saraswati in one classroom. They decorate the temple with paintings, coloured wall papers, flowers, garlands and attractive electric bulbs.

On all the nine days of this festival the pupils offer a variety of educational and cultural entertainment programme. Elocution competition, dialogues, monologues, dramatic pieces, fancy dress competition, story telling, recitation of poems, demonstration of acrobatics and gymnastics, folk songs, dances, riddles and jokes are some of the items. Judges from outside are called to evaluate the performance of the pupils.

The salient feature of the celebrations is that they are organised by the pupils themselves. Everyday a particular class has to act as the host, which decorates the temple anew and looks after the necessary arrangements. A President for the day is chosen from amongst the guardians of the pupils studying in that class. The President is chosen irrespective of caste, colour and creed. This helps in fostering unity and co-operation among the guardians, the teachers and the pupils.

The *utsav* serves many purposes. It develops the artistic sense of the students. It makes an attempt at channelising the wasted and misapplied energy in them. Pupils learn initiative and the skill of organisation which makes them well-equipped to face the problems of the practical world.

* * *

Agricultural Bias to Home Science

Housed in an impressive four-storeyed stone building, The Sri Avinashilingam Home Science College, Coimbatore, started in 1957, has given a new turn to Home Science educa-

tion in India. Most of the Home Science Colleges in the country till now have been providing for an urban set up. A large majority of people in India live in rural areas and are intimately connected with agriculture. Women have to play a large part in agricultural operations and therefore Home Science in our country should have an agricultural background. It is with this end in view that the Government of Madras is having schemes to introduce an agricultural bias to Home Science. As this college is situated along with the Agricultural and Forest Colleges in Coimbatore, arrangements are being made to cooperate with each other, so that the Agricultural College will have the benefit of research in Nutrition and Food in this college and the girls in this college will have the benefit of agricultural training.

The college offers, for the Pre-University course, study of Physical Sciences, Natural Sciences, and Household Arts with one optional subject. For the B.Sc. degree course, Home Science is offered and for the B.A. degree, Economics, Music and Psychology have been provided.

The Counselling System in vogue in the college enables the lecturers and professors to be in intimate touch with the students. The college has a well-equipped laboratory also.

*

Tripura Polytechnic

The Tripura Polytechnic Institute has started functioning from August, 1958 with Civil, Mechanical and Electrical Engineering Courses of Diploma standard as approved by the All-India Council for Technical Education. The annual intake of the institution is 60 (Civil, 30 ; Mechanical, 15 ; Electrical, 15.)

* * *

Bombay State Council for Sports

This Council is constituted with a view to plan and promote the all round development of games and sports in the State, to inculcate discipline, to build character, to promote team spirit and patriotism through games and foster a spirit of comradeship between different associations. During the Plan period an amount of Rs. 3,67,000 has been ear-marked for this scheme. The scheme includes plans to award scholarships to promising sportsmen.

* * *

Patel Memorial Lectures

'Educational Reconstruction in India' was the theme of Sardar Patel Memorial Lectures, organised by All India Radio in December, 1958. The lectures were delivered by Dr. Zakir Husain, Governor of Bihar. In the course of his lectures, Dr. Husain discussed the nature of the educational process and the principles of educational organisation derived therefrom as well as the need for an integrated school system for India.

Dr. K.L. Shrimali, Union Minister of Education, presided.

* * *

33rd All India Educational Conference

The Thirty-third All India Educational Conference was held at Chandigarh from December 27 to 30, 1958. It was presided over by Dr. K.L. Shrimali, Union Minister of Education.

In his presidential address, the Minister said that the educational system could retain its vitality only by becoming responsive to social changes. Dr. Shrimali said that the growth of science and technology had resulted in a loss of faith in religion among the educated people. Whatever might be the progress, man should be in tune with both the life of the nature and life of the spirit. The greatest problem before man was to humanise science and technology so that they might play a creative role in society. Could education perform this task ? The future of civilization depended on the way the question was answered, the Minister said.

The conference passed a number of resolutions. In one resolution, it recommended the introduction of compulsory

social service and disciplinary training in camp life as conditions precedent to conferment of a university degree.

The Conference decided to form a sub-committee to formulate "earn while you learn" plan for urban students.

* * *

Task of Educational Reconstruction

"Admission to all institutions of higher learning should be made on the basis of merit and not wealth," said Dr. Shrimali, Union Minister of Education in his presidential address to the 26th meeting of the Central Advisory Board of Education held at Madras in January, 1959. "As we expand our Primary and Secondary education, a large number of sons and daughters of poor farmers and workers will be seeking admission to the institutions of higher learning and it is the responsibility of the State to ensure that none of those who are likely to benefit by higher education are denied those opportunities."

Dr. Shrimali was reviewing the educational progress in the country. In the field of Elementary education, while some progress had been made, the Minister said, on account of inadequate financial resources, the immediate target of 6 to 14 years of compulsory education was cut down to 6 to 11 years and that too to be fulfilled by the end of the Third Five-Year Plan.

The education of girls, the Minister said, lagged very much behind that of boys. In this connection, he referred to the appointment of the Committee under the Chairmanship of Shrimati Durgabai Deshmukh. The Committee in its report submitted recently had emphasised the need for closing this gap and giving special attention to the education of girls.

With regard to Basic education, the principle underlying the system was a sound one and the orientation of all traditional schools towards Basic pattern by the introduction of such features as do not require large financial outlay was commendable. Basic education did not envisage "a drab uniformity of courses and curricula" all over the country. While work would certainly be the central feature of all Basic schools, the type of work was bound to vary as needs and occupations differed from place to place.

The success of the reorganisation of Secondary education, Dr. Shrimali said, depended not on the addition of class-rooms and teaching aids, but on the improvement of the quality of teaching. The tendency among students to look to High school education as a stepping stone to higher education should be arrested by giving them adequate preparation for suitable vocations.

The reform of University education depended largely on the reorganisation of Secondary education. If the majority of students coming out of High schools could be engaged in productive work suited to their aptitude and talent, they might not go for higher education. At present out of the meagre resources available for higher education, nearly 50 per cent of the funds were wasted on students who were unfit for University education. The wastage of money and resources could be avoided, and the quality of education improved, if a proper selection was made at the time of admission. The Minister also said that in order that no student who had ability and talent was denied the opportunity of higher education, the number of scholarships for poor and deserving students should be increased and the State Governments must supplement the efforts made by the Central Government.

Dr. Shrimali also emphasised the need for regarding Physical education as an integral part of education and here he referred to the National Physical Efficiency Drive launched by the Government to arouse in the youth an enthusiasm for physical fitness, and the establishment of the National College of Physical Education that imparted a three-year degree course in Physical education.

The Minister said the educational system of the country had been under fire from all quarters for some years. While there was no room for complacency, there was no need for pessimism either. Slowly and steadily a national

pattern of education was emerging. The problems of finding human and material resources for achieving the gigantic task of educational reconstruction would require the greatest cooperation between the Central and State Governments and wise and coordinated planning on a national basis.

• THE FOREIGN SCENE •

£15,000,000 U.K. Plan for More Teachers

A new plan to expand Britain's teacher-training colleges by 50 per cent—the biggest permanent expansion ever undertaken—was announced by the Ministry of Education on February 6, 1959. The programme, which will contain about 70 projects costing over £15,000,000, will also have two more aims—the lengthening of training-college courses from two to three-years, and the reshaping of the whole training-college scheme.

"The location of practically all the projects in the programme has now been decided," says the announcement, "and preliminary planning is already in hand for most of them. It will require sustained effort on the part of all concerned to have all the places ready for use by September, 1962, but this flying start promises well for the success of the operation."

The programme will considerably increase the number of large colleges of 400 to 500 students each. Some will be even larger.

It is hoped to make the colleges much more like university institutions than has been common in the past, the Ministry adds.

Special emphasis is being given to training more teachers of science and mathematics and of some other practical subjects.

* * *

Effects of Television on Children

The influence of television on children is far less marked than has been widely supposed. It does little to alter children's outlook and interest or to increase their knowledge.

These are among the conclusions reached in a study, sponsored by the Nuffield Foundation and recently published in London, of the effects of television on children.

During the survey, which was launched four years ago, 4,500 children were tested mainly in four cities—London, Portsmouth, Sunderland, and Bristol. Comparisons were made between children who watched TV and those who did not.

The report says that "while children view a great deal...there is little truth in the stereotyped image of the mesmerized voracious child viewer". Most children viewed fairly selectively, and one point which emerges from the survey is that the higher the child's intelligence, the less his viewing. It is also suggested that viewing tends to become a habit on which the child falls back when there is nothing more interesting available.

At first, television caused children to read less, but after a time viewers were found to read as many books as children without television sets, but they read fewer "comics" than they had before. It was found that television increased the knowledge only of the younger, duller children. It created no particular interest in any school subject, nor were viewers markedly better or worse at any of them. (Schools television did not come within the survey.)

To the question whether television makes children listless and leads to poor concentration at school, the authors reply that it does not. Nor does it reduce interest in school.

* * *

Building Programme for British Schools

A £400,000,000 building programme for Britain's schools is envisaged in White Papers presented to parliament on December, 3 1958 for England and Wales and for Scotland.

The programme is for five years, from 1960 to 1965. In the first year of the programme, major projects costing £55,000,000 will be begun in England and Wales. In the second year the amount to be spent will rise to £60,000,000. The

total cost of the major projects in England and Wales will be £300,000,000.

The purpose of the plan is to make certain that "every child shall be able to travel along the educational road as far as his ability and perseverance can carry him", says the White Paper. The paper is entitled *Secondary Education For All—A New Drive.*

The programme is devised not only to improve individual schools but to improve the general system of secondary education, it is stated. But, says the White Paper, "in the Government's view it would be wrong to aim at, let alone to impose, anything like a uniform pattern of secondary education for the whole of England and Wales. The variety in the schools and in the local schemes of organization in which they work is a valuable foundation on which to build for the future". The Government, however, did not wish to rule out experiments with comprehensive or similar schools proposed on genuine educational grounds. A statement issued by the Ministry of Education says the plans for building and for teachers are designed to make possible a big improvement in the standards of the school's work.

* * *

Unesco Expert to Help Low-cost School Construction in Sudan

How to create spans for school roofs in the Sudan with local materials is a problem being pondered by Unesco expert Louis B. Gremer, newly assigned under the United Nations Technical assistance programme to advise the Sudanese government on low-cost school construction.

Mr. Gremer, who has been the Kent County (United Kingdom) architect for the last 12 years, is a specialist in school construction and spent six years in desert areas in Upper Egypt doing architectural and engineering work. (Unesco)

* * *

Soviet School Experiment in Foreign Language Teaching

Opinions vary among educators as to the best age for children to start learning a foreign language. In schools in the Soviet Union children normally start studying a second language at the age of 10 or 11 years. This year, however, an experiment in language teaching for pre-school children is being made in kindergarten in the city of Barnaul, south of Novo Sibirsk in Central Asia. Over a period of a few months, the children have learned sufficient English words and phrases to be able to ask and answer questions, and have even on their own initiative made a play in English based on the story of the "Three Little Pigs". They are taught the language as a kind of game instead of by usual methods. The Barnaul experiment is being extended and it is planned later this year to start teaching German on the same lines to children in kindergartens. (Unesco).

* * *

Thai Students to Learn English by Radio

What is believed to be Asia's first radio course in English for school-children is now in session in sixty selected schools in Thailand.

This was reported at Unesco House in Paris recently by a British educator who is now starting his seventh year as a member of Unesco's technical assistance team in that country.

The decision to make this experiment was taken by Thailand's Minister of Education and a former member of the Unesco Executive Board. It started last May and will last until March 1959. School radio receivers, specially built to stand up to tropical conditions, have been donated to Thailand by the Australian Government.

The same fifteen-minute English lesson is broadcast four times a week to sixty schools in the Bangkok area. The lesson is repeated because Thai schools work on a double shift.

The special difficulties of the Thais to learn English, studied by the British expert during his stay in Thailand, have led him to help train teachers in oral methods of teaching English rather than by the traditional system. He has worked on three textbooks which are now being used in

ten selected schools near Bangkok. Further, teachers working with the radio course in English underwent one month of specialised training earlier this year. (Unesco)

*   *   *

New Soviet Law on Schools

In view of the rapid economic development of the country, the Soviet Government have decided to reorganise the existing public school system. The Supreme Soviet on December 24, 1958 adopted the "Law on Strengthening the relations between the school and life, and on further developing the system of public education in the USSR".

The first and most important section of this law refers to the secondary school. It lays down that instead of the formerly existing compulsory universal seven-year education, universal eight-year education should be introduced.

The new eight-year compulsory school will provide the pupils with an all-round, general education and prepare them for life. The pupils will be educated in a spirit of respect for socially useful work.

Education at this first stage will be more closely connected with practical life. This will give the pupils certain working habits and gradually draw them into work within their powers. Much attention will be paid to the physical, aesthetic and moral training, as well as to proper development of individual abilities and aptitudes. It will be a school for all-round development based on the reasonable combination of extensive general and polytechnical training with practical work.

The eight-year school will not provide a complete secondary education. This will be the task of the school of the second stage. The law envisages three basic types of schools providing a complete secondary education. All the schools of the second stage envisaged by the law provide a secondary education and the right to enter a higher educational establishment.

The first type provides the way for that section of the youth which on finishing the eight-year school and acquiring certain professional training will start work in one of the branches of the national economy. For that section of the youth, schools will be set up with a three-year term of education where the pupils while continuing to work will complete secondary education and at the same time improve their professional skill.

The second type for completing secondary education is the secondary polytechnical school with industrial training. Like the first type of schools they will combine general and polytechnical education with professional training and they too, will be based on combining education with work in the field of production. However, unlike the first type of school, here work will be combined somewhat differently. The graduates of such schools will receive not only a document on completing secondary education but also a certificate on the professional qualification acquired. Thus, these schools afford a double opportunity: either going to work already possessing professional training, or continuing education in higher educational establishments.

Finally, the third way of completing secondary education is through various specialized secondary educational establishments (Technicums), where apart from the special training the pupils will acquire also a general secondary education equivalent to that of a secondary school.

The Law also contains a section on higher education. This section outlines the main tasks of the higher school. It will train specialists who have mastered the latest achievements in science and technology, are well acquainted with practical work and capable of building up the technology and science of the future. In training specialists with a higher education, serious attention will be paid to developing among the students a scientific method of understanding and creative approach to the mastering of sciences.

In defining the basic tasks of the higher school the Law underlines the principles on which it should base its activities. Training in higher school should

be more connected with life and greatly combine the training of specialists with their participation in socially useful work.

With this aim in view, correspondence and evening higher education will be extended and improved, and some higher technical and agricultural education establishments will be brought closer to industrial enterprises and big state farms.

* * *

World Survey of Primary Education

Unesco's second survey of education throughout the world, a 1388-page volume covering more than 190 primary school systems, has just come off the press after three years of preparation.

The first volume in the series, published three years ago, dealt with schools as a whole. This edition concentrates on primary education.

The survey has a twofold purpose : to give a world view of primary education and to serve as a reference work on the schools of all the world's countries and territories. But the two purposes lead to a common goal—"a better and more sympathetic understanding of other school systems and thus a better international understanding among the many educators this book is meant to serve".

In its national chapters, primary education is described in terms of the changes that have occurred since 1900, the present pattern of school administration and financing, types of schools, study of programmes and teachers, and finally trends and problems.

Statistical tables give figures for all levels of education from 1951 to 1955, public expenditure for education ; growth of primary school enrolments since 1930 in relation to total population, and the present number of pupils in the world, by age, grade and sex.

* * *

Survey of Students Studying Abroad

The tenth edition of *Study Abroad*, an "international handbook on fellowships, scholarships and educational exchange", has just come off the press.

This edition contains the results of Unesco's sixth annual survey of students studying abroad, offering information on countries and subjects chosen most frequently. It is now estimated that 165,000 students are studying in higher educational institutions on foreign soil—15,000 more than in the year 1955-56 when a preceding survey was made.

In the first edition of this handbook, published in 1948, Unesco listed slightly more than 15,000 opportunities for subsidised educational travel. The list for the school year 1958-59 contains over 75,000 and covers more than 110 countries and territories.

The handbook presents an overall picture of fellowships in the world.

* * *

Conference of Experts on Teacher Problems

In pursuance of the decision taken by the Governing Body of the International Labour Office at its 137th Session at Geneva in October-November, 1957, a meeting of experts on teachers' problems was held in Geneva from 20th to 31st October, 1958. Eighteen experts participated in this meeting. Representatives of the Unesco, and of the International Bureau of Education, as well as observers from six non-governmental international organisations followed the proceedings.

The Conference had the working papers on : 1. The general review of social and economic problems affecting teachers ; 2. Principles underlying the determination of teachers' salary ; and 3. Principles underlying superannuation arrangements for teachers.

Several recommendations were made by the Conference on these three aspects of teachers' problems. The Conference requested the Governing Body of the International Labour Office to examine the feasibility of forwarding the recommendations to the various governments and teachers' organisations and take the necessary measures for their acceptance by the authorities concerned.

National Awards for Teachers

ON JANUARY 25, 1959, on the eve of the Republic Day, Vigyan Bhawan, New Delhi saw yet another big function which would remain memorable in the history of education in free India. It could also be regarded as a red letter day in the history of the teaching profession in the country. It was the day when National Awards were given to Teachers. In the spacious hall of Vigyan Bhawan, thirty-one of the thirty-two selected teachers, sixteen of Primary schools and sixteen of Secondary schools—received, one by one, with the reading out of the citations about each one of them, the National Awards, each comprising a Certificate of Merit and a cash award of Rs. 500, from the hands of the President of India, Dr. Rajendra Prasad. Inaugurated by the Union Minister for Education, Dr. K.L. Shrimali, the function was addressed by the Prime Minister, Shri Jawaharlal Nehru, besides the President, while the vote of thanks was given by Shri K.G. Saiyidain, Educational Adviser to the Government of India.

The progress of any country—particularly a democratic country—depends upon the enlightenment of its citizens. Thus it is the teachers of the country who hold the key to progress. Ever since Independence the Government of India are fully aware of the sad plight of teachers and are concerned with their rehabilitation in the comity of other professions, by bettering their economic condition and raising their status and prestige in society. By instituting these Awards, the Government of India have not only given public recognition to the meritorious services of a few selected teachers but also honoured the profession of teaching itself. Although, to start with, the Awards have been confined to Primary and Secondary school teachers, it is proposed to embrace gradually within its scope the University teachers and members of the Inspectorate.

Of the 32 Awards made in this first year of the institution of the 'National Awards for Teachers', two are for each State, two for the Union Territory of Delhi and two for the remaining Union Territories taken together. The main considerations that guided the selection of teachers were, (a) their reputation in the local community, (b) their academic efficiency and the desire for its improvement, (c) their genuine interest in and love for children and (d) their share in social life and activities. On the basis of the information collected in a prescribed form through a questionnaire, the final selection was made by a Central Committee set up by the Minister for Education, after screening was effected at the District and, then, at the State level.

'The Education Quarterly', the most important periodical of the Ministry of of Education, has been developing through its ten years of continued existence as a forum for the practising teachers of the country and through these columns, the 'Quarterly' is paying its respectful homage to all those teachers who have been honoured by the Awards. Recapitulating the words of the Minister for Education in the concluding part of his inaugural speech, we may say, "............the recipients will treasure the memory of this great day in their lives and will go back to their work with a greater sense of dedication and a renewed faith in the nobility of their task. .... this day may prove a turning point in the history of the profession and that from to-day onwards the teacher and the society may develop a better understanding of each other's rights and obligations".

We give below the citations about each Awardee of 1959 :

1.	**Shri V. Narasimham,** Headmaster, Municipal High School, Srikakulam (Andhra Pradesh)	A teacher and Headmaster with a record of 28 years of good work to his credit. He is the President of the District Headmasters Association and a member of the Andhra Board of Secondary Education. Has written several books and contributed to educational magazines.
2.	**Shri J. Shaik Abdullah,** Government Junior Basic School, Mudfort, Secunderabad (Andhra Pradesh)	A teacher with 25 years' record of good work to his credit. Has kept himself abreast of progressive education and is keenly interested in social work.
3.	**Shri Girindra Nath Changkakoti,** Headmaster, Nazira High School, Nazira (Assam)	A teacher and Headmaster with an outstanding record of 37 years' service to his credit.
4.	**Shri Babula Nath Goswami,** Jorhat Maktab Model Primary School, Jorhat (Assam)	A Teacher with 33 years' record of good work. He is President of the Jorhat Primary Teachers Association and has built up a fine reputation for his school.
5.	**Shri Uma Prasad Sinha,** Headmaster, Pusa High School, Distt. Darbhanga (Bihar)	A capable, hardworking and sincere teacher with 19 years of good work to his credit. He has contributed regularly to educational journals.
6.	**Shri Nand Kishore Lal Srivastava,** Sawtelle Memorial Middle School, Arrah (Bihar)	A teacher with a high sense of duty who has 27 years of good work to his credit. A life member of the District Teachers Association.
7.	**Shri Shankar Kesav Kanetker,** Mudoji High School, Phaltan, Satara (Bombay)	A teacher who can look upon 39 years of devoted educational work in the service of the Deccan Education Society. Is keenly interested in rural problems and is a writer of several books in Marathi.
8.	**Shri Gopal Govind Patkar,** Headmaster, Primary School, Mithabad (Bombay)	A teacher with 36 years of devoted and selfless work to his credit. He has won the esteem and affection of the community by his character and high sense of duty.
9.	**Shri Gulam Mohammad Javid,** (Jammu & Kashmir)	A teacher with 10 years' educational experience to his credit. He has shown imagination and drive in organising his school and is a writer of considerable distinction.
10.	**Shri Dharam Vir,** (Jammu & Kashmir)	A teacher with 20 years of educational experience to his credit. He has shown great ability in applying basic techniques and his school is reported to be the best Basic school in the Jammu Province.
11.	**Shri Kalandi Shekaran,** St. Michael's Anglo-Indian High School, Cannanore (Kerala)	A teacher of 32 years' experience who enjoys a high reputation as an educator and disciplinarian.

12.	**Shri K. Ryru Nayar,** Upper Primary School, Punnol, Tellicherry (Kerala)	A teacher with 38 years of experience to his credit who enjoys high respect and affection in the community as well as amongst his colleagues and pupils.
13.	**Shri Mishri Lal,** Mission Higher Secondary School, Seoni (Madhya Pradesh)	A teacher with 32 years of sincere and devoted service, who has made an impact on the life of many of his students.
14.	**Shri Sarman Lal Gautam,** Senior Basic School, Mandla (Madhya Pradesh)	A highly respected teacher with 30 years' experience to his credit who has made his influence felt by his idealism, his enthusiasm and his freshness of outlook.
15.	**Shri A.M. Kanniappa Mudaliar,** Headmaster, Pacchaiyappa's High School, Kancheepuram (Madras)	A teacher with 37 years of good educational work, both in the classroom and on the playing field. Has been a member of many professional organisations.
16.	**Shri P. Padmanabhan,** Headmaster, Thiru Vi Ka Elementary School, Shenoynagar (Madras)	A teacher with 38 years record of service who has taken to teaching in the spirit of a calling.
17.	**Shri S.V. Kalmath,** Headmaster, Model High School, Gadag (Mysore)	A teacher with a metritorious record of 40 years of educational work. Has been connected with many educational associations and conferences.
18.	**Shri B.I. Changappa,** Senior Basic School, Hudikere (Mysore)	A teacher who has put in 30 years of devoted service and has greatly improved the tone and discipline of the schools in which he has worked.
19.	**Shri Basanta Kumar Dass,** Peary Mohan Academy, Cuttack (Orissa)	A teacher who worked for 36 years with great devotion and energy and built up his school into a fine institution. He was a life-member of the Utkal University. It is a matter of profound regret that he passed away after his name was selected for this award, which was conferred on him posthumously and was forwarded to his widow.
20.	**Shri Lokanatha Nanda,** Dagarpada Model U.P. School, Cuttack (Orissa)	A teacher who has worked for the last 19 years in the teaching profession with single-minded devotion.
21.	**Mrs. Veena Manjit Singh,** Headmistress, Fenton Ganj Higher Secondary School, Jullundur City (Punjab)	A teacher who has put in 14 years' out standing work in the field of education and social service and has won the love and respect of children and their parents. She was awarded a Gold Medal last year by the Governor of Punjab for outstanding social work.

22.	**Shri Prakash Chand,** Head Teacher, Government Primary School, Baijnath (Punjab)	A teacher with 22 years of devoted work to his credit and with notable capacity for organisation and social service.
23.	**Shri Jagat Narain Nag,** Gandhi National School, Alwar (Rajasthan)	A teacher with 14 years' teaching experience to his credit and a good record as an educator and Scoutmaster. Has also published two books on Education.
24.	**Shri Rajindar Singh,** Government Basic Primary School, Sri Ganganagar (Rajasthan)	A successful teacher and Headmaster with 22 years of good work to his credit. Has encouraged self-government and self-discipline among his students and colleagues.
25.	**Shri Sadguru Sharan Awasthi,** Principal, B.N.S.D. Higher Secondary School, Kanpur (U.P.)	Is the Principal of the biggest Higher Secondary School in U.P. with 36 years service to his credit. He is a scholar and writer of considerable repute and has a number of novels, dramas and textbooks to his credit. Has been actively associated with many educational, cultural and philanthropic organisations.
26.	**Shri Har Das Sharma, "Shreesh",** Head Teacher, Basic Primary School, Shakrar, Jhansi (U.P.)	A capable teacher with 28 years' teaching experience. Is a poet and a keen social worker intensely interested in the welfare of the rural community.
27.	**Shri Prabodh Chandra Goswami,** Jankins Higher Secondary School, Cooch Behar (West Bengal)	Has over 20 years' teaching experience to his credit and is respected as an educationist with a high sense of duty and sympathetic understanding of the needs and psychology of his pupils.
28.	**Shri Harendra Kumar Sarkar,** F.B. Primary School, Serkarpara (West Bengal)	A teacher with 19 years' educational experience whose work has been characterised by sympathy and understanding.
29.	**Shri Kidar Nath,** L.N. Girdhari Lal K.U. Higher Secondary School, Delhi.	Has been a successful teacher for 34 years and has shown a sense of dedication to his work.
30.	**Shri Tahla Ram Gulati,** M. C. Primary School, Karol Bagh, New Delhi.	A teacher with 19 years' experience who has done good work both in the schoolroom and in the field of social service.
31.	**Shri H. Nabakanta Singh,** Assistant Headmaster, Johnstone High School, Imphal (Manipur)	A teacher with 26 years' experience of work to his credit. He has won the respect of his students, his colleagues and the community by his devotion to duty and keen interest in social service. Has helped many poor children with free tuition and in other ways.
32.	**Shri I. Shanghei,** Teacher, Phadang L.P. School, Somdal (Manipur)	A teacher with 26 years' experience who has won the respect of the community by his honesty, straight-forwardness and sense of duty.

The Gandhi Reader, edited by Homar A. Jack ; Published by Dobson, London ; 1958

THE *GANDHI READER* edited by Mr. Homer A. Jack is an anthology of the major events of Mahatma's life and of his many interests. The epic story is narrated either through his own writings or through those of his close collaborators or intimate friends. The book is at once concise and comprehensive and gives an authentic picture of the man who has left the stamp of his personality and philosophy on this epoch. The picture is not that of a Napoleon who burst upon history like a volcano but that of the gradual evolution and apotheosis of an ordinary, shy young man to heights of human achievement through inflexible adherence to ethical and spiritual means in the realms of social and political action.

Starting with the story of his early education and child marriage, the editor leads us through his heroic struggle in South Africa, his stirring *Satyagraha* campaigns in India, his self-immolating fasts, his philosophy of truth and non-violence and his crowning martyrdom.

The greatness of Gandhiji lies in setting a new pattern of thinking and action in the social and political field. The method of violence is inconsistent with human dignity and civilization. Hence, he would fight brute force with soul force. When a man refuses to do a thing repugnant to his conscience, and accepts penalty for its breach, he uses soul force ; it involves sacrifice of self. Force of love is the same as the force of the soul or truth. *Satyagraha* has also the supreme virtue of being a means consonant with the highest ends. *Satyagraha* replaces hatred with love and violence with self-sacrifice which is the key to soul force. One who is free from hatred requires no sword. Non-violence is his chosen method. It implies voluntary submission to the penalty for deliberate crime which to him is highest duty. This implies fearlessness, and truthfulness will follow real fearlessness.

Satyagraha does not mean lack of respect for lawful authority but obedience to the highest court of conscience. It is also a process of self-purification. Hence, Gandhiji asked people to confess their guilt in riots, and Government, to condone their crimes. *Satyagraha* is suspended when he felt that people had not learnt the lesson of peace. A prisoner is civilly dead and so a *satyagrahi* should observe the prisoner's code of honour scrupulously.

He does not draw any distinction between politics, economics or ethics. Economics which hurts the moral well-being of an individual or a nation and politics which permit one country to prey upon another, are immoral and so) sinful. Politics divorced from religion has absolutely no meaning, for the infallible light of religious faith is necessary to understand political institutions. The struggle he led in South Africa is a struggle for religious

liberty because the racial laws are contrary to manhood and to obey the laws repugnant to conscience is contrary to religion and spells slavery.

In his attitude to Hinduism and Untouchability, he adopts the same independent attitude. He is not bound by any interpretation of the scriptures which is repugnant to reason or moral sense. He opposes untouchability because it is repugnant to reason and to the instinct of pity or love. He demands its abolition not as a favour, but in the interests of Hindus. He asks the untouchables to make the Hindus feel ashamed by their purity and cleanliness.

Sublime humanism underlies his attitude to the question of cow protection and modern machinery. The cow is symbolic of the entire sub-human world and its protection means the protection of the whole dumb creation of God. His objection is to the craze for machinery, not to machinery as such. Labour-saving machines throw thousands on the street. The impetus behind machinery is not philanthropy to save labour but greed; machinery helps a few to ride on the backs of millions. His aim is not eradication of machinery but its limitation. He wants labour to be assured not merely of wages but of a daily task that is not mere drudgery.

Faith in non-violence, according to Gandhiji, is the greatest spiritual force at the disposal of mankind. At the centre of non-violence is a force which is self-acting. He asked the Jews not to enter Palestine under the shadow of the British guns. During the Second World War, he asked the Czechs to refuse resolutely the demands of Hitler and fight the Germans by non-violence and non-co-operation. The daringly original nature of his thinking and action is evidenced by his stand that while violence should be eschewed in favour of non-violence, violence is to be preferred to cowardice.

He is all the time concerned with the morality of a thing and not with the legality. Performance of duty and observance of morality are convertible terms and civilization is that mode of conduct which points out to man the path of duty. To observe morality is to attain mastery over mind.

His thought was in constant evolution. "God is truth" became later "Truth is God". This metamorphosis in his thinking shaped even his concept of art. All true art is the expression of the soul. Outward forms have value only in so far as they are the expression of the inner spirit of man. Truly beautiful creations only come when right perception is at work; if these moments are rare in life, they are also rare in Art.

The *GANDHI READER* touches on all facets and aspects of his personality and thinking and constitutes an excellent exposition of Gandhian philosophy. The neat classification subject-wise enhances its value as an authentic source of reference. It is a welcome addition to *Gandhiana*.

C.K.

American Moderns: From Rebellion to Conformity; Published by W.H. Allen, London; pp. 265; 1958

THIS LITTLE VOLUME consists of some essays and articles reviewing the works of the American writers of fiction of the present time by one of America's most talented critics. It gives a critical, though a bird's eye view of the writings of a formidable group of literary figures. The list includes Dreiser, Wolfe, Styron, Algren, Dos Passos, Cozzens, Steinbeck, Marquand, Wouk, Lewis, Hersey, Hemingway, Salinger, Faulkner, Mailer, Jones, Griffin and Bellow. Among them the *Noble Laureates* namely, Sinclair Lewis, William Faulkner and Ernest Hemingway have received special attention. The two other winners of the Nobel Prize, viz., Eugene O'Neill and Pearl Buck have been but passingly noticed.

The book is divided into three parts. Part One deals with the social, moral and aesthetic atmosphere of the transitional period from the Second World War to the present and ends with a criticism of the way in which some American magazines, like TIME, have tried to denigrate serious books and to alleviate the medio-

cre. Part Two deals with the Americans and Moderns. It emphasises the declining trend of classic moderns comparing their writing in the twenties and thirties of the present century with their post-war output. It includes interesting but critical essays on Dreiser, Hemingway, Dos Passos, Faulkner, Sinclair Lewis, Thomas Wolfe and Cozzens. Part Three evaluates the work of the new comers like Norman Mailer, Salinger, Saul Bellow and John Howard Griffin. The two novels of the last named, viz., *The Devil Rides Outside* and *Nuni*, written during the period of his blindness are remarkable for original thinking and talent.

Most of the essays in the AMERICAN MODERNS were written for journals and newspapers while about a third part of the writing has appeared for the first time in this book. The essay entitled *By Cozzens Possessed* which was written for the CRITIQUE magazine in 1958 is brilliant in parts. It is an analysis and appreciation of the ingenuity, technical proficiency, humour, tolerence and wisdom of the author whose book *By Love Possessed* was received with great acclamation. But the writer of the AMERICAN MODERNS views it with an increasing sense of disappointment and inadequacy because it is contractive and not expansive. Leaving aside the emotional aspect of the theme, one is struck by the great emphasis put on the sexual side of life which has been described in forbidding and obscene terms. One paragraph of *By Love Possessed* quoted on page 149 of the book under review gives a grotesque description of the biological process and shows how love can be perverted into obscenity of the worst type. The American outlook on society and morals must be very much different from the traditional view of life and morals in India where such writings would not perhaps be allowed to circulate.

On the whole, however, the standard of the book AMERICAN MODERNS which indicates the present trend of literary journalism in America is a high one. It shows that the literary talent in that progressive English speaking State is coping with the modern developments of civilization. The author has succeeded in his attempt to get at the essence of a "thousand able novels" as well as the unusual novels, to preserve this material for common knowledge and to illuminate it for the common good which is a useful and appropriate function of the literary critic today.

SUKUMAR BHATTACHARYA

Better Teacher Education by E.A. Pires ; Published by Punjab University Press, Delhi ; 1958

IT IS a comprehensive review of teacher-education in India from the earliest attempts of the later eighteenth century to the recommendations of the University Education Commission, Secondary Education Commission and the very recent developments in this field. The author discusses the subject from various angles—the changing concept of education, proper selection of students for Training colleges, training of rural Primary and Secondary teachers, practice-teaching, guiding and counselling of student-teachers, the role of curricular activities in teacher-education and that of "Ideals" in teachers' life, evaluative criteria for Training colleges, in-service training of teachers etc. As it is a collection of addresses given and articles written at different times the book lacks coherence and systematic development and suffers from overlapping but such a thing cannot be avoided in a collection of this type. All the same the subject is dealt with very ably and in a comprehensive manner.

While discussing New or Progressive Education, the author recognizes the need of active participation of children in planning and learning through activities such as Workshops, Libraries, Laboratories, Clubs, Playgrounds, Stage etc., but points out rightly that activities-for-activities-sake is not an end in itself as some ultra-progressive schools have taken it to be. These can only be means of learning scientific and organised knowledge and power to reason logically.

The major task of teacher-education, the author goes on to say, is not to impart some tricks of the trade to the student-teachers through thirty or forty lessons but to 'educate' the teachers so that they may, in turn, educate the children entrusted to their care. To achieve this end, the author points out, the teacher must 'know' the students; it is only then that he can help the students to 'grow on proper lines'. For this, the right type of teacher is needed and the author establishes the need of proper and scientific selection of teachers for the Training colleges. He then gives details of the experiments tried, results obtained and conclusions reached in this direction and suggests further experimentation in this field.

The actual training programme of Secondary teachers is dealt with thoroughly and at length. The importance of the student-teacher really understanding the 'school plant' where he practises and the proper relationship of 'theory' and 'practice' is brought out through a comparative and critical study of the work done in the various Training institutions of the country. The study is revealing and brings home the handicaps and shortcomings and points out the lines on which the experiments can be and are being tried in some of the Training colleges in India.

A teacher who has stopped growing cannot help children to grow properly. In-service training of teachers is therefore very important and this receives adequate attention in the book. Similarly, the subject of the special role of the rural teacher in the life of Indian people is discussed with understanding and imagination.

In short, the author gives a critical and a scientific survey of teacher-education in India and puts forth some useful suggestions. The book should interest not only the student-teachers and Training colleges but all those interested in the improvement of teacher-education in India.

M.N. KAPUR

Teachers and the Law by G.R. Barrell; Published by Methuen & Co. Ltd., London; 1958; Price 17s. 6d.

A WRITER dealing with a legal subject and addressing lay readers, runs the risk of either making the book too technical and dreary, thus placing it beyond the comprehension of his readers, or else in his enthusiasm for oversimplification defeats his own purpose. Mr. Barrell in "Teachers and the Law" has not only avoided the two pitfalls but in the treatment of the subject has combined lucidity with simplicity, without sacrificing accuracy. The author is quite clear about the scope of the book, when he claims, and claims modestly, that "this is not intended to be a standard work on the law of education so much as a handbook of professional advice on points at which the law touches teachers." Besides being a useful guide to the school-teachers in England, the book can be safely recommended to lawyers and such laymen, as want to have an idea of the educational system in England. The author, who is Headmaster of the famous Sir John Cass's Foundation School in London, to quote Mr. Justice Vaisey from the Foreword, "is well qualified, both by knowledge and by experience, to deal in a practical way with the many problems which arise in that field, and to get together a great deal of information not readily obtainable elsewhere." The counsels of the author, contained in the book, are frank and straightforward, given as though they are addressed to someone in person.

The Education Act of 1944 (known after the name of its architect as the Butler Act), as amended by the Acts of 1946, 1948, 1953, and as supplemented by various sets of Rules and Regulations made thereunder, lays down the framework of the present educational system in England. The first part of the book deals with the organisation of education in England, conditions of the service of the teachers, their status, salaries, superannuation etc. Pages after pages here seem to contain a dull paraphrasing

of the above Acts and the Rules and Regulations. This part, however, will be of special interest to the educationists in India, where various governments; Union and States, are yet evolving their plans to implement the Directive of 'Free and Compulsory Education to the Children', as laid down in the Constitution. The second part deals with a variety of subjects including routine administration, religious education, school attendance, punishment, accidents and negligence.

The position of the teachers as the *in loco parentis* of the children under their care and his legal liability towards the students is very ably discussed in Chapter XI. The Indian law in this regard being far from well-developed, it will be interesting to note that these very principles will apply in India *mutatis mutandis*. Besides, the relevant parts of the common law and also statute law are quoted to acquaint the teachers with their rights and obligations. Citation of numerous decided cases is done to illustrate the points at hand. Of particular interest are those parts of the Laws of Torts and Contracts, which have been dealt by the author to give a general idea of the legal position of the teacher in relation to his employer and the students.

A rich bibliography and a systematic index add to the value of the book, which more than serves the purpose for which it is meant. The printing of the book is neat and get-up excellent.

R. K. MISRA

Higher Education in the United Kingdom—A Handbook for Students from Overseas ; Published for The British Council, London by Longmans, Green & Company, London ; 1958 ; pp. 208

APPROXIMATELY ten thousand Indian students receiving education at present in foreign countries can be grouped into two classes i.e. those whose training abroad has been sponsored by the Government of India, with or without foreign aid programmes like T.C.M., Colombo Plan and the like and those who have gone abroad on their own. Selection of a suitable Institution for further studies and securing admission in foreign countries rests with the Government of India or the sponsoring authority in the case of the first category whereas for others—and they form the bulk or 80 per cent of the total number of trainees abroad—the question of selecting a proper University or an Institution presents a major problem. A wrong selection made regarding the Institution or the course of studies at the time of admission may have serious repercussions later on the career of the persons concerned.

About one third of the total number of Indians going abroad for further studies select to go to the United Kingdom. Any authentic information regarding higher education in that country is, therefore, specially welcome. The handbook "Higher Education in the U.K." published by The British Council for the benefit of overseas students gives successfully a birds' eye view of the educational panorma in the British Isles. It is difficult in the compass of a small handbook to give detailed information about twenty-two Universities and 600 technical institutions which exist in the U.K. The difficulty of the publishers is also greater because of the diversity in British Education for example, the City and Guilds of London Institute conducted examinations in 1956-57 in as many as 257 subjects. Regarding the character and scope of college education, it is difficult to describe an 'average' or 'typical' institute because there is 'none' which can be classified as such. No external authority has so far attempted to impose upon the educational institutions any artificial uniformity. Accordingly, it is a relatively difficult problem for a foreign student to spot out the right type of institution for himself and to know the proper procedure to be followed for securing admission. In the field of Technical education, there are day-time institutions and evening institutions, providing several types of courses as full-time courses, part-time courses for those who are in employment, evening courses, Sandwich courses, special short time courses and post-graduate refresher

courses etc. It is through these institutions, the British Government obtains the increased number of trained technologists to meet the need of this age of automation and nuclear energy. Almost 2½ million students are receiving education at present in these technical institutions.

The information that almost 75 per cent of the students in British Universities are recipients of some financial help and that no student of real promise and ability is deprived of University education through lack of financial support is not only heartening to read but is a pointer for those who guide the destiny of education in this country. About 2000 scholarships are available with the Universities in addition to12000 given by the local authorities and many more come from other sources. The handbook, however, warns the students intending to go to the U.K. that it is not possible in Britain "to work one's way through college."

The handbook brought out by the British Council is a useful guide of the facilities available in higher education in the U.K. It gives a valuable directory of the Institutions in higher education along with a brief description of the type of courses available and their duration etc. The book could be more useful to the Indian students if a little more detailed information could be included on the procedure of obtaining admission in Institutions in the U.K. and some selected Universities like those of Oxford, Cambridge, Manchester, Glassgow and Edinburgh could be dealt with in a more detailed way.

B.D. LAROIA

A History of the English Language
by G.L. Brook ; Published by Deutsch, London ; 1958 ; Price 15 sh.

WE ARE WARNED in the Preface that chapters III, IV and V on *The Sounds of Speech*, *Phonology* and *Spelling* hang together, but that the remaining chapters can be read independently of one another. The opening chapters should, however, be read in their natural order ; for in the first, after a discussion of the function of language; its origins and development, there is a valuable list of definitions of the various divisions of linguistic study. The second, on *The Development of English* gives a guarded account of the Indo-European family of languages. The characteristics of Old English are illustrated by quotation of the Lord's Prayer in that form ; and its comparative similarity to Modern English is noted. Proceeding thus from what is likely to be familiar, the book secures our attention. We are then ready for the story of how the language has grown, through the stress of Latin Christianity and Norman conquest into Modern English. A passage from the fourteenth century John of Trevisa brings out the situation in contemporary schools when English superseded French as the medium of instruction. The situation of the children and the comments of their parents have amusing parallels in the India of today.

Then follow chapters III, IV and V. They begin with an account of how the sounds of English are made. No subject can be more entertaining in the lecture-room or more productive of bewildered self-consciousness when presented in a book. So skilfully, however, does the writer introduce us to technical terms and phonetic symbols that even "palato-alveolar-affricates" cease to affright us. Then come the various sound changes. We are led from Indo-European through Germanic, by way of Grimm and Verner, to Old and Modern English. It is a pity that *Phonology* cannot be made to start from the other end, so that the reader may proceed to the unknown from the known. This happens in the chapter on *Spelling*, where an excellent account is given of English spelling in various periods, and of some of the reasons for its apparent eccentricities.

Then come chapters on *Accidence* and *Syntax*, in which we are spared the usual unreal division of Old English into "synthetic" and Modern English into "analytic" language. The emphasis of the book is away from a mere history of English vocabulary, which has been amply covered by other writers. Nevertheless, the chapter on *Semantics* is filled

with examples of the ways in which the meanings of words change. The last chapter on *Present-Day Trends* glances at the English dialects ; but for information about American English the reader is wisely referred to H.L. Menken. There is a slight protest against the defeat of "owing to" by "due to", and something is said about the place of English in the modern world. The writer concludes with the verdict that in a study of English "the object of such study should be to understand the language, not to change it."

There are ten pages of Bibliography and an Index.

W.A., W JARVIS

The Technique of Correlation In Basic Education ; by A.B. Solanki ; Published by Navjivan Publishing House, Ahmedabad ; pp. 194; 1958 ; Price Rs. 2.50

THE TECHNIQUE OF CORRELATION which is of vital importance in Basic education has often been misunderstood by educationsts in general and a chasm has grown between its theoretical justification and its practical implementation in the classroom situation by the teachers. This book is a very welcome attempt to clarify the vexed problem of correlated teaching. The author has discussed this technique in the light of modern educational philosophies and teaching techniques. The theoretical abstractions have been brought down to the level of practical application by the suggestion of practical hints, the making out of a case for the psychological and educational basis of this technique and the suggestions for formulating a suitable curriculum. Within the framework of this book the author has lucidly analysed the Gandhian approach to education and presented authentic views of Mahatma Gandhi about the different aspects of correlated teaching. Constructive suggestions have also been incorporated regarding (a) Practice-teaching-cum-observation work of Basic Training institutions, (b) Organization of Basic schools, (c) Place of the syllabus, time-table, records and assessment work in Basic schools. In short, all the different aspects of Basic education—viz. ideological, methodological, organisational and curricular, are discussed critically and in detail, with a view to helping the teacher to practise correlated teaching correctly and efficiently so as to enable him to achieve the objectives of the scheme.

In endeavouring to analyse and explain the concept and technique of correlation an attempt has been made to focus readers' attention on various misconceptions concerning the connotation of correlation in Basic education and thereby doubts and misunderstandings are sought to be removed.

The author has claimed that the book has the background of practical study of the principles and practice of Basic education. The book will prove worthwhile reading for the common man and certainly very useful and provocative to those responsible for the professional preparation of teachers.

J.K. SHUKLA

Educational Essays by Shamsuddin ; Published by Kasimuddin & Sons, Raipur (M.P.) ; 1958 ; pp 272 ; Price Rs. 400

MR. SHAMSUDDIN'S constructive approach to current educational problems is commendable. His essays cover a wide range of current educational topics. He has displayed a good grasp of all new trends in educational theory and practice. But the author is sadly mistaken in recommending his book as a textbook for Training colleges. The Essays are full of information for laymen who wish to acquaint themselves with the new trends in education. A major problem in our young democracy is to educate the lay man and obtain his full support for the noble cause of education. To the extent that we can 'sell' education to the general public, education is assured of a bright future in the service of the nation.

The educators of the western world have realised the significance of acquainting the general public with all the new developments in education. We have recently realised that to educate

the general public about the new trends in education is a legitimate responsibility of the educators. Mr. Shamsuddin has presented in one place useful information about Basic education, Religion and Education, *Bhudan*, Examinations, Education in the U.S.A. and Japan, School Records, Marks of Leadership in Children and so on. Surely the book lacks good organisation of ideas and systematic presentation. It would have been much better to put all the Essays in English in one section and their Hindi translation in another section. The reader is unable to understand why the first twenty-nine essays have the English and Hindi versions side by side whereas essays 30 to 39 have only the English version. The proverbial 'Printers' Devil' has not been very kind to the author.

Of course, we are proud of the progress of printing enterprises in our country but the present book is full of printing errors and the reader is at liberty to draw his own conclusions about the author, the publisher and the printer.

It is easy to add to the list of shortcomings but a remarkable feature of the book is that the essays do not portray the teacher as a disgruntled and disappointed member of the new social order. The vivacious personality of the author permeates the pages of this book. The author brings a meassage of hope to all his colleagues in the teaching profession as well as to the reader.

As we read the essays the question that comes to the fore-front is what contribution the book has made to education. It is not easy to find the answer to this question. So also it is not easy to find answers to the various problems that we are facing in the field of education. With few exceptions it can be asserted that each headmaster knows what is wrong with his work and his school. He also knows the remedy. He has enough knowledge about all possible solutions of his problems. Every teacher knows what is wrong with his work and his students. He has enough knowledge about the possible remedy to the existing ills. Then what is the big problem? This is a 64 dollar question as our American friends say. The big problem in education is that every new remedy calls for some new experiments and the average headmaster and the average teacher of our schools is not willing to try experiments.

Mr. Shamsuddin's book would have made a substantial contribution if the author had shown how the teacher can be persuaded to undertake new experiments.

G. CHAURASIA

Psychology and Teaching, by H.S.N. Mcfarland; Published by George G. Harrap & Co. Ltd., London; 1958; pp. 232; Price 10 sh. 6.d.

THIS IS A USEFUL BOOK for teachers in service as well as for those in training. Within a short compass of 232 pages the author who is a lecturer in Education at the University of St. Andrews, has given a simple but comprehensive account of modern psychological knowledge in relation to the problems of school teaching. These problems are varied and many such as the influence of home on education, the stimulation of children in learning, the education of the dull, the backward and of the bright, the mantenance of discipline, the problem of intellectual, educational and personality assessment, the nature and psychological implications of aesthetic and technical education, the need of recognising the significant patterns of growth in various periods of child life and ever-growing importance of the role of Mental Health and Mental Hygiene in education.

Whatever topic has been taken up, the author's approach is at once fresh and unorthodox besides being practical and realistic. Although he brings together various theoretical points of view on different topics yet the book is free from controversy. In fact, the book is not supposed to be a representative of any particular School of Psychology. Not being a doctrinaire, the author has attempted to utilise as much as possible the results of the latest experimental

investigations in the fields of learning, intelligence, backwardness, discipline, delinquency and others, without ignoring the practical difficulties and problems which beset teachers in those fields. It is here that he is at his best. After surveying and presenting various theories and view-points, the author invariably suggests, in a subtle but meaningful manner, what the teacher could do in an actual classroom situation. He gives due importance to such modern psychologists as Lewin, Burt, Schonell, Bartlett, Vernon, Valentine, Eysenck, Moreno, Penrose, Sherif and others. Another interesting feature of the book is that the author presents what is most modern in educational psychology without minimising the importance of its historical roots and foundations in the contributions of Rousseau, Froebel and others.

As one reads the book from cover to cover one is struck by its vigorous expression, its conciseness and compactness, its eclectic approach, its unorthodox and practical definitions and descriptions of common psychological concepts and a refreshing fund of pithy and pregnant statements and sentences transfigured by the author's sense of humour. All this makes the whole book pleasant reading in spite of its being a textbook. To illustrate, the author describes remembering as "Remebering is neither a faculty nor a machine nor a store house—it is an aspect of our total psychological functioning." "Intelligence," he says, "does not refer to a concrete thing but to observable characteristics of thought and action. Like electricity it is known by its results." Introducing the chapter on Discipline, Deliquency, and Deprivation, he says, "When discipline is a problem, young teachers are most concerned to find a solution, for failure to do so prevents progress in ordinary work--similarly when delinquency is a problem in society, law-abiding citizens cast around for a whipping boy—or if they are more rational, for causes and cures."

The book has a useful bibliography and a well edited index. A glossary of technical terms and a section on reading references at the end of each chapter would have further enhanced the value of the volume. The chapter on Educational Assesment which presents briefly the most general ideas of statistical methods could have been more beneficial to teachers if it had been dealt with in a little less concise and compact manner. Considering the field covered by the author, its interesting presentation, the relevancy and congency of those aspects of psychological knowledge on which he draws, we can unhesitatingly recommend this book for teachers in schools as well as for students in teacher-training institutions.

B. D. BHATIA

A Concise Guide to Teach Yourself, edited by Leonard Cutts, compiled by A.B. Taylor ; Published by English University Press, London ; 1958 ; pp. 196 ; Price 2sh.

THIS BOOK is a catalogue, serving all the practical and useful purposes that the word calls to mind. With a modest beginning of five titles the series of books on self-education has, within an interval of twenty years, reached as many as three hundred titles on an impressive range of subjects from Astronomy to Embroidery and Salesmanship. Any person interested in any subject can pick out the relevant book and study it for self-advancement. The "Guide" gives the contents and shows the way. It stimulates interest in the subject by means of short introductory paragraphs containing very often the opinions expressed by well-known critics especially in the fields of Literature, History and Science. For instance, there is a reference to "An Anthology of English Verse from Chaucer to Sidney Keyes" chosen and edited by E.E. Herron. This is divided into Lyrical and Narrative Poetry. The famous poet scholar, C.Day Lewis, in his foreword to this collection, says :

> "The best way to learn poetry is to read it. A good anthology offers the beginner as many starting points as it contains poems and a far greater potential range than the works of any one poet."

It is this feature of the "Guide" which makes it so interesting and so instructive.

T.S. BHATIA

Bhartiya Skoolon men Samaj Adhyayan Ka Shikshan (In Hindi) by Muneshwar Prasad ; Published by Gyan Peeth (P) Ltd., Patna ; 1958 ; pp. 284 ; Price Rs. 6.25

THIS PUBLICATION answers satisfactorily the requirements of students preparing for the teaching of Social Studies as well as of practising teachers. In writing the book the author seems to have benefitted largely from three previous publications—'The Teaching of the Social Studies in a Changing World' by Frederick K. Branom, published in 1942, 'Teaching the Social Studies in Secondary Schools' by Arthur, C. Binning, published in 1952 and 'Social Studies Instruction' by Maurice P. Maffatt, published in 1954. While benefitting from these publications, the writer has also taken pains to relate the treatment to Socio-economic and political conditions in India. Inclusion of topics like Utilising the Community Resources.' 'Testing and Evaluation in Social Studies' and 'The Importance of Current Events in Teaching Social Studies' are welcome features of the book. The language and treatment are quite acceptable and satisfactory.

The publication, however, suffers from a few defects. It would have been in conformity with modern publications if at the end of each chapter the author had given review questions' and had included supplementary assignments and activities. Further the type used is small and, therefore, a great strain to the eyes. Also the bibliography is neither exhaustive nor in the accepted form. Initials of authors and years of publications are usually omitted. One may hope that when the book is revised these defects will be removed.

R.K. SINGH

फ्रॉयड मनोविश्लेषण ; अनुवादक देवेन्द्रकुमार वेदालंकार; प्रकाशक राजपाल एण्ड सन्स, दिल्ली; 1958; पृष्ठ संख्या 414; मूल्य 10 रु०

प्रस्तुत ग्रन्थ फ्रॉयड के अट्ठाइस व्याख्यानों के संग्रह के अंग्रेज़ी संस्करण "ऐन इन्ट्रोडक्शन टू सायको एनालिसिस" का हिन्दी अनुवाद है। चार सौ चौदह पृष्ठों की यह पुस्तक तीन भागों में विभक्त है—पहला "ग़लतियों का मनोविज्ञान" दूसरा "स्वप्न" और तीसरा "स्नायु रोगों का सामान्य सिद्धान्त।"

फ्रॉयड-साहित्य का हिन्दी में यह पहला अनुवाद है, और इस दृष्टि से अनुवादक का साहसपूर्ण प्रयास सराहनीय है। मनोविश्लेषण एक लोकप्रिय विषय होता जा रहा है, और उसके प्रति लोगों की जिज्ञासा बढ़ती जा रही है। अनुवादक ने इस आवश्यकता का अनुभव करके, इस जटिल और वैज्ञानिक विषय को हिन्दी के उन पाठकों के लिए उपलब्ध बनाने का प्रयास किया है जो अंग्रेज़ी नहीं जानते। अपनी भूमिका में वेदालंकार जी कहते हैं, "मन के अचेतन व्यापारों के रहस्यों का उद्घाटन करके फ्रॉयड ने एक नयी चिकित्सा शैली स्थापित की।. . .हिन्दी आलोचना साहित्य में भी फ्रॉयड के साहित्य विषयक विचारों को लेकर काफ़ी खंडन-मंडन हुआ है। परन्तु अंग्रेज़ी न जानने वाले पाठकों के पास फ्रॉयड के सिद्धान्तों को जानने का कोई उपाय नहीं था। पाठकों को इससे सरल और प्रामाणिक सामग्री अन्यत्र नहीं मिल सकती।" सामग्री के 'प्रामाणिक' होने में हमें सन्देह नहीं है, पर उसकी 'सरलता' के बारे में शंका अवश्य है।

प्रस्तुत पुस्तक में अनूदित व्याख्यान फ्रॉयड ने मनोवैज्ञानिकों और चिकित्सा शास्त्रियों के समक्ष दिए थे, और फिर भी यह मान कर चले थे कि मनोविश्लेषण सम्बन्धी उनका ज्ञान शून्य के बराबर है। फिर साधारण पाठकों के लिए यह विषय कितना जटिल होगा, यह समझना कठिन नहीं है। अनुवादक ने आश्वासन दिया है कि 'धैर्य और परिश्रम' के साथ पाठक सब कुछ हृदयंगम कर सकेंगे। उन्होंने यह भी कहा है कि अनुवाद की भाषा को यथासम्भव सुबोध रखा गया

है। पर भाषा को सरल बना देने से ही विषयवस्तु भी सुबोध हो जाय, यह आवश्यक तो है नहीं। ऐसा तो तभी हो सकता था जब अनुवादक स्वयं मनोविज्ञान-वेत्ता होता, और बात को सुलझा कर पाठकों के सामने रख सकता। बल्कि यहाँ तो अनुवादक स्वयं ही इतना उलझ गया है कि कई जगह उसने कथ्य को समझे बिना ही कथन का रूपान्तर कर डाला है। ऐसे स्थलों पर भाषा कुछ ऐसी उलझ जाती है कि पाठक के पल्ले कुछ नहीं पड़ पाता। फ्रॉयड के मूल जर्मन व्याख्यानों का जिन्होंने अंग्रेज़ी आदि भाषाओं में अनुवाद किया है वे स्वयं भी इस विषय के विद्वान थे। अंग्रेजी में फ्रॉयड के अनुवादक श्री अर्नेस्ट जोन्स एक यशस्वी मनोविश्लेषक थे।

यह आम धारणा है कि अनुवादक के लिए इतना ही पर्याप्त है कि उसे भाषा का ज्ञान हो, फ़िर वह किसी भी विषय की पुस्तक का अनुवाद कर सकता है। इस प्रकार किए गए अनुवाद केवल भाषा का ही चोला बदल सकते हैं, भावों और विचारों को पाठक तक नहीं पहुँचा पाते। या फिर पर्यायों के चक्कर में पड़ कर विषयवस्तु को बिल्कुल ही उलझा देते हैं। विषय को समझे बिना किया गया अनुवाद श्रम का अपव्यय मात्र हो सकता है।

प्रकाशक की राय में अनुवाद की भाषा सरल, सुबोध और बातचीत की शैली में है। बहुत से पाठक शायद इससे सहमत न हों। जहाँ-तहाँ उर्दू के या बोलचाल के शब्दों का प्रयोग कर देने से ही भाषा सरल और प्रवाहमयी नहीं हो जाती, विशेषकर जब वाक्य रचना ही अंग्रेज़ी की ज्यों की त्यों नक़ल हो। उदाहरण के लिए, "......तब वाक्य संक्षिप्त वाक्य या कई वाक्यों का एक वाक्य में ठुँसा हुआ वाक्य है।" 'बोलचाल की भाषा' का एक और नमूना देखिए "इस प्रकार एक पक्के इरादे वाली महिला का वाक्य ऐसा ही था जिसने कहा था, 'वह जो मैं चाहूँ खा पी सकता है।" भाषा की एक और बानगी प्रस्तुत है— "इस प्रकार मनोविश्लेषकों द्वारा बताए गए प्रक्रमों की 'असलियत' का और इसकी अवधारणाओं की सच्चाई का काफी निश्चय कर सकता है। अपने-आप को किसी कुशल 'विश्लेषक के लिए पेश कर के' या विश्लेषण का कार्य अपने ऊपर करवा कर, और इस प्रकार विश्लेषक द्वारा प्रयोग में लाई गई बारीकियों को समझने का अवसर पा कर मनुष्य बहुत आगे बढ़ सकता है।" मनुष्य कहाँ तक आगे बढ़ सकता है हम नहीं जानते, पर पाठक का ज्ञान तो ज़रा भी आगे नहीं बढ़ पाता।

लेखक का यह भी दावा है कि अनूदित शब्दों के अंग्रेज़ी में मूल दे कर उन्होंने पाठकों का काम आसान कर दिया है। हिप्नोटिक सजेस्टिबिलिटी (Hypnotic Suggestibility) का अनुवाद किया गया है 'सम्मोहनीय आदेशवश्यता।' यह कहना कठिन है कि मूल अधिक दुर्बोध है या अनुवाद! 'सेडिस्ट' के लिए 'पीड़कतोष' और 'मेसॉकिस्ट' के लिए 'पीड़िततोष' के स्थान पर अधिक प्रचलित शब्दों 'परपीड़क' और 'आत्म-पीड़क' से काम चल सकता था। स्थानाभाव के कारण ऐसे और उद्धरण नहीं दिए जा सकते। यों सारी पुस्तक 'मघवा मूल बिडौजा टीका' के उदाहरणों से भरी हुई है।

किताब की छपाई और गेट-अप अत्यन्त आकर्षक है। इस कारण अनुवाद की असफलता पर और भी खेद होता है।

मोहिनी राव

दाग़, सम्पादक, सरस्वती सरन 'क़ैफ'; मीर तक़ी 'मीर'; सम्पादक, सरस्वती सरन 'क़ैफ़'; मोमिन, सम्पादक, धर्मपाल गुप्त 'शलभ,' ज़ौक़; सम्पादक, सरस्वती सरन 'क़ैफ़'; फ़िराक़ गोरखपुरी; सम्पादक, प्रकाश पंडित; हफ़ीज़ जालंधरी; सम्पादक प्रकाश पंडित; जिगर मुरादाबादी; सम्पादक, प्रकाश पंडित; अख़्तर शीरानी; सम्पादक, प्रकाश पंडित; जॉनिसार अख़्तर; सम्पादक, प्रकाश पंडित; प्रकाशक राजपाल एण्ड सन्ज़, दिल्ली; 1959, पृष्ठ संख्या 112; 100, 112, 112, 96, 96,95 112, 96, क्रमशः; मूल्य 1.50 रु० (प्रत्येक)

भारतवर्ष एक ऐसा राष्ट्र है जिसमें भिन्न-भिन्न

स्थानों पर भिन्न-भिन्न भाषायें हैं। राष्ट्र की एकता को स्थापित रखने के लिए यह अत्यन्त आवश्यक है कि एक भाषा से परिचित लोग दूसरी भाषा के साहित्य के वैभव से भी परिचित हों। यों तो भारतीय भाषाओं में थोड़ी बहुत समानता अवश्य पाई जाती है किन्तु हिन्दी और उर्दू दोनों एक ही मां की सन्तान हैं, दोनों का उद्गम खड़ी बोली से हुआ है; उर्दू में अरबी, फारसी शब्दों की बहुलता है तथा हिन्दी में संस्कृत के तत्सम अथवा तद्भव शब्दों की। उर्दू का अपना एक स्वतन्त्र साहित्य है, इसकी अपनी परम्परा है। हिन्दी भाषा के समान ही उर्दू का साहित्य भी दिनोंदिन उन्नति कर रहा है। इसमें उच्च कोटि के शायर हुए हैं तथा हैं। प्रत्येक हिन्दी जानने वाले की इच्छा यही होती है कि उसे उर्दू का कुछ ज्ञान अवश्य हो जिससे वह उर्दू साहित्य का, विशेषकर शायरी का, रसास्वादन कर सके।

प्रकाशक राजपाल एण्ड सन्ज़, दिल्ली, ने हाल ही में एक और पुस्तक इस विषय पर 'आज के उर्दू शायर और उनकी शायरी' के नाम से प्रकाशित की है। उस पुस्तक में उर्दू के नये और पुराने कवियों का अच्छा परिचयात्मक वर्णन है पर प्रस्तुत पुस्तक माला 'उर्दू के लोक-प्रिय शायर' के अन्तर्गत प्रकाशित पुस्तकों में कवि का परिचय विस्तार से है और उसकी ग़ज़लों, नज़्मों, शेरों और रुबाईयों का चयन अति सुन्दर है। जिस प्रकार अच्छा संगीत वही माना जाता है जिसे संगीत में अनिपुण व्यक्ति भी सराह सके। इसी प्रकार अच्छी शायरी जनता की राय में वही है जिसे सुन कर जनसाधारण अनायास ही 'वाह' 'वाह' कर उठे।

उर्दू के कवियों में 'दाग़' का स्थान प्रमुख है। उन्होंने पुराने उस्तादों का अनुकरण केवल उसी हद तक किया जहां तक वह उन्हें आगे बढ़ाने में सहायक होता। उसके आगे उन्होंने अपने लिये एक नया ही रास्ता बनाया। उर्दू काव्य की भाषा के संवारने, संजोने में 'दाग़' का स्थान सर्वोच्च है। आपने बड़ी सरल भाषा में शायरी की है जैसे—

"'दाग़' दुशमन से भी झुक कर मिलिये,
कुछ अजब चीज़ मिलनसारी है।"

मीर तक़ी 'मीर' की सब से बड़ी ख़ूबी यह है कि वे बड़े सीधे-सादे शब्दों में अपने भाव व्यक्त करते हैं जिससे उनकी कविता बड़ी प्रभावोत्पादक हो जाती है। वे करुणा के कवि हैं। करुणा का प्रभाव भारी भरकम शब्दों और पेचीले ढंग से बात करने में उतना नहीं पड़ता है जितना साफ और सीधे शब्दों में। आप की सादगी और प्रभावोत्पादकता का नमूना देखिए—

"आने के वक्त तुम तो कहीं के कहीं रहे,
अब आये तुम तो फायदा ? हम ही नहीं रहे।"

इसी प्रकार 'ज़ौक़' भी शब्दों के उचित प्रयोग, कविता के प्रवाह, काव्य नियमों की पाबन्दी और भाषा की सादगी और चुस्ती पर बहुत ध्यान देते थे और इस क्षेत्र में अपने ज़माने में अद्वितीय थे। अक्सर वह मामूली तथ्यों को कुछ इस अंदाज से कहते हैं कि बात दिल में गड़ कर रह जाती है। इनकी ग़ज़ल की सादगी और असर देखिये—

"लायी हयात आये कज़ा ले चली चले,
अपनी खुशी न आये न अपनी ख़ुशी चले,
दुनिया ने किसका राहे-फ़ना में दिया है साथ,
तुम भी चले चलो यूं ही जब तक चली चले।"

इनके विपरीत 'मोमिन' अरबी और फ़ारसी भाषा पर पूर्ण अधिकार रखते थे और एक संगीत प्रेमी भी थे। जहां शृंगारिक थे वही स्वाभिमानी और ख़ुद्दार भी थे जैसे—

"उस सितम-पेशा ने यह अपने नसीबों का लिखा,
ख़त भी लिखा तो सलाम उसमें रक़ीबों को लिखा।"

वर्तमान उर्दू शायरों में 'जिगर' का स्थान काफ़ी ऊँचा है। उन्होंने लिखा भी काफ़ी है। इनकी रचनाएँ अपने चुटीलेपन के लिये बहुत मशहूर हैं जैसे—

"क्या हुस्न ने समझा है क्या इश्क ने जाना है,
हम ख़ाक-नशीनों की ठोकर में ज़माना है।"

अख़्तर शीरानी का स्थान उर्दू के रोमांसवादी कवियों में काफी ऊंचा है। आपका रोमांस देखिये—

"अगर मुझे ना मिली तुम, तुम्हारे सर की क़सम,
मैं अपनी सारी जवानी तबाह कर लूंगा।"

जॉनिसार अख़्तर की शायरी में सामाजिक वास्तविकताओं का गहरा बोध है और अब उनकी विषय वस्तु वह मानव समाज है जो समाज और प्रकृति पर विजय प्राप्त कर सुदूर, सरस और सन्तुलित जीवन के निर्माण के लिए संघर्षशील है। आपके ज़रा ऊँचे ख्यालों पर ग़ौर कीजिये—

"मेरी ज़िन्दगी तुझी से थी, मेरी शायरी भी तुझी से है,
मेरी ज़िन्दगी न संवार सकी, मेरी शायरी को संवार दे।"

फिराक़ गोरखपुरी ने अनगिनत कविताएं, ग़ज़लें रुबाइयां, कविताएं इत्यादि लिखी हैं। कुछ लोग उन्हें आधुनिक उर्दू-साहित्य का सब से बड़ा गजलगो (ग़ज़लें लिखने वाला) मानते हैं। आप फरमाते हैं—

"अहले ज़िन्दा थी ये मजलिस, है सबूत इसका 'फिराक़'
कि बिखर कर भी ये शीराज़ा परेशां न हुआ।"

हफ़ीज़ जालन्धरी भारत के बटवारे से पहले एक प्रगतिशील कवि माने जाने थे पर पाकिस्तान जाने के बाद वह अब पाकिस्तान के प्रमुख क़ौमी शायर के रूप में अधिक विख्यात हैं।

"अहले ज़बां तो हैं बहुत, कोई नहीं है अहले दिल
कौन तेरी तरह 'हफ़ीज़' दर्द के गीत गा सका।"

क़ाश, आज भी वह इसी प्रकार दर्द से लिख सकते। ये थे इन प्रमुख शायरों की शायरी के कुछ उदाहरण।

इन सभी पुस्तकों के प्रारम्भ में पांच छः पृष्ठों में कवि का परिचय दिया गया है और उनकी शायरी, ग़ज़ल, नज़्म, शेर और रुबाइयाँ का चयन दिया गया है। कठिन शब्दों के अर्थ फुटनोट रूप में दे देने से पुस्तकों की उपयोगिता बढ़ गई है। उर्दू से अनभिज्ञ पाठक भी सरलता से, इन फुटनोटों की सहायता से, इन कविताओं का अर्थ भलीभांति समझ सकते हैं। प्रत्येक पुस्तक सजिल्द हैं।

इस पुस्तक-माला का प्रयोजन है हिन्दी पाठकों को इस युग के उर्दू कविता तथा कवियों से परिचित कराना, और यह कहना अतिशयोक्ति न होगी कि वे इसमें पूर्णरुपेण सफल हुई हैं।

पुष्पा सिंह

मेरा जीवन-संघर्ष; लेखक वेद मेहता; **अनु० डा० शिवकुमार शर्मा, प्रकाशक राजपाल एण्ड सन्ज, दिल्ली, पृष्ठ संख्या 332, 1958, मूल्य 4.0 रु०**

प्रस्तुत पुस्तक श्री वेद मेहता की आत्मकथा, जो अंग्रेज़ी में प्रकाशित हो चुकी है, का हिन्दी अनुवाद है। यह एक नेत्रहीन भारतीय युवक की प्रेरणात्मक कहानी है जिसने नेत्र-ज्योति न रहने पर भी आत्म-विश्वास और परिश्रम से अपने आशा-रहित जीवन में ज्योति फैलाई। लेखक साढ़े तीन वर्ष की आयु में 'मेनिंजाइटिस' जैसी भीषण बीमारी से पीड़ित होकर अपनी नेत्र-ज्योति खो बैठा था। बाल्यावस्था में ही उसका जीवन अंधकारमय हो गया था। पर अपनी लगन से, अथक परिश्रम से उसने किस प्रकार अपने जीवन का उत्थान किया इसका वर्णन बड़े मार्मिक एवं हृदयग्राही ढंग से इस लघु आत्मकथा में है। उसको बाल्यकाल से ही, एक समृद्ध परिवार का सदस्य होने के कारण अंधों के विद्यालयों में शिक्षा मिलती रही और वह अपनी राह से भटक नहीं पाया। यह कहना कठिन नहीं होगा कि यदि वह मध्यम-वर्ग का सदस्य होता तो वह ऐसा न कर पाता। इन अंध-विद्यालयों में शिक्षा के रूप का भी दर्शन इस पुस्तक से हो जाता है और यह भी ज्ञात होता है कि विकलांगों की शिक्षा के ढंग में काफी सुधार की आवश्यकता है। श्री वेद मेहता की शुरू से यही लगन थी कि उनका नेत्रहीन होना उनके उच्च शिक्षा पाने के ध्येय में बाधक न हो; नेत्रहीनता उनके जीवन का अभिशाप न बन जावे। आरम्भ से ही उनके तथा उनके पिता के यही प्रयत्न रहे कि श्री मेहता शीघ्र से शीघ्र विदेश जाकर उच्च शिक्षा प्राप्त करें। इसी हेतु उन्होंने बार २ अन्ध-शिक्षा के विशेषज्ञों से सलाह ली तथा विशेषज्ञों के मना करने पर श्री मेहता को विदेश नहीं भेजा। विशेषज्ञों के मना करने

का कारण श्री मेहता की अपरिपक्व आयु थी। श्री मेहता को अपनी महत्वाकांक्षा को इन्हीं कारणों से दबाना पड़ा पर उनकी तीव्र इच्छाशक्ति का पता इसी बात से लगता है कि नेत्रहीन होते हुए भी उन्होंने साइकिल चलाना बिना किसी की सहायता के सीख लिया तथा उसमें सफल भी हुए। इसी प्रकार के और भी उदाहरण जैसे श्री मेहता का विदेश में अध्यापकों के बार २ कहने पर भी छड़ी का प्रयोग न करना, इत्यादि इस आत्मकथा में मिलेंगे; जिनसे अन्य विकलांगों को जीवन-संघर्ष में प्रेरणा मिल सकेगी।

पुस्तक में भारत-विभाजन के समय की घटनाओं का भी सुन्दर रूप से वर्णन किया गया है। उस समय श्री वेद मेहता तथा उनके परिवार को काफी कठिनाइयों का सामना करना पड़ा। उनकी शिक्षा का क्रम टूट गया तथा उन्हें अपनी आशाएं भी जाती हुई लगीं। अपने बार २ के प्रयत्नों के कारण ही श्री मेहता अमेरिका के एक स्कूल में प्रवेश पाने में सफल हुए। मार्ग में वायुयान-यात्रा में उनका भोजन न करना और केवल संतरे के रस पर 40 घंटे व्यतीत करना, उनके अन्तर्द्वंद का एक सुन्दर उदाहरण है। भोजन न करने का कारण उनका छुरी-कांटे से भोजन करने में असमर्थता ही थी।

अमेरिका में विकलांगों की शिक्षा के स्वरूप तथा विकास का परिचय भी इस पुस्तिका से मिलता है। वहां की जनता विकलांगों के साथ कितना सहृदय व्यवहार करती है, इसका वर्णन लेखक ने सुंदर रूप से किया है। श्री वेद मेहता काफी कठिनाइयों के पश्चात् अमेरिका में उच्चशिक्षा प्राप्त करने में सफल हुए पर फिर भी उनकी उच्चशिक्षा की तीव्र इच्छा शान्त नहीं हुई और वह आगे की शिक्षा के लिए इंग्लैंड गये।

इस पुस्तक से एक बात और स्पष्ट हो जाती है कि भारत में अभी तक विकलांगों की शिक्षा पर पर्याप्त रूप से ध्यान नहीं दिया गया है। भारत के तीन अन्ध विद्यालयों—दादर अन्ध विद्यालय, बम्बई; एमरसन अन्ध संस्था, बम्बई तथा सेण्ट डन्सटन विद्यालय, देहरादून,—में शिक्षा पाने के बाद श्री मेहता का यह विश्वास और दृढ़ हो गया था कि जिस शिक्षा की उन्हें चाहना थी वह उन्हें भारत में नहीं मिल सकती। इससे यह स्पष्ट हो जाता है कि विकलांगों की शिक्षा के क्षेत्र में भारत अभी काफी पिछड़ा हुआ है। आशा की जाती है कि भविष्य में भारत सरकार इन संस्थाओं का शिक्षण-स्तर ठीक करने के प्रयत्न करेगी और श्री वेद मेहता जैसे महत्वाकांक्षी और आत्मविश्वासी युवकों की सहायता कर सकेगी।

पुस्तक का प्रकाशन सुन्दर ढंग से हुआ है, विषय भी काफी अनूठा है। पुस्तक का गेट-अप अच्छा है, छपाई साफ है पर प्रूफ की अशुद्धियां कहीं २ पर बड़ी खटकती हैं। अनुवाद की भाषा सरल एवं प्रवाहमयी है।

रोहिणी प्रकाश

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